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ABSTRACT

This is one of three volumes of instructional games devised to further the development of children's listening, logical thinking, problem solving, and oral communication skills. The games are designed to create a relaxed, informal setting in which teachers can encourage and support children's natural speech and provide language activities that have relevance to children's own experiences and other real life situations. The games in this volume are intended to stimulate cooperative and creative problem solving. In addition to descriptions of 13 games, the volume contains suggestions for using the games successfully in the classroom and for content area applications of the games, a conversation games checklist for evaluation, and suggestions for correcting practices shown by the checklist for need improvement. (FL)

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CONVERSATION GAMES

VOLUME III

Solutions

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Interdependent Learning Model

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Interdependent Learning Model
Graduate School of Education,
Fordham University
Bronx, New York 10458

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FOREWORD

In 1968 Lassar Gotkin established the Interdependent Learning Model (ILM). The model is one of the fourteen original innovative approaches to Early Childhood Education that have participated for over a decade in the United States Department of Education's national Follow Through Program. Follow Through, a comprehensive program similar to Head Start, was designed to enhance the education of children in kindergarten through the third grade from low-income families. The Department of Education supports the developers of the educational models at universities, colleges, and Regional Educational Laboratories; and the school systems that--through their affiliations with the sponsoring institutions--use the various approaches.

From 1968 to 1972 New York University sponsored the ILM. It was one of the projects in the University's Institute for Developmental Studies. In 1971 Lassar Gotkin died. In 1973 the model was transferred to the New York City University Graduate School's Community Research & Service Center, under the direction of Harold Freeman, Jr.--who continued systematically to develop and refine the model's methods. The CUNY Graduate School sponsored the ILM until 1976, when it was again transferred--this time to Fordham University's Graduate School of Education. In spite of these institutional changes the ILM staffs have consistently performed four essential functions: provided training in the model's philosophy and practices for teachers, administrators and parents; developed formative evaluation, training, and prototype curriculum materials; monitored implementation; and evaluated the effects of the model's methods on children. The maintenance of this fourfold thrust has resulted in a relatively complete--though far less than perfect--model. The ILM is no longer a didactic experiment. The value of its philosophy, its teaching methods, its materials, and its complementary formative evaluation system have been proven successful.

Since 1968 the ILM has been implemented in two public school projects: one in Atlanta, Georgia; and one in New York City's Community School District 3. In 1977 the Atlanta project was certified as exemplary by the Department of Education's Joint Dissemination Review Panel. The project's validation was based on formal evidence of the model's extraordinarily positive effects on the children in six ILM schools in that system. The Atlanta project was subsequently awarded a federal grant to establish a Resource Center for educators throughout the nation. The Center staff engages primarily in disseminating information about the ILM, and training administrators and teachers who wish to adopt the educational approach. The Resource Center--called "Games Children Play..."--operates within the Department of Education's National Diffusion Network (NDN). So far, fifteen school systems and day care programs have adopted the ILM teaching-learning processes. These fifteen adoption projects--located in rural, small town, and inner city urban communities --serve children up to the sixth grade from low-, middle-, and upper-income families.

May 1981

PREFACE

The Interdependent Learning Model is a comprehensive approach to full-day instruction for preschool through grade six that focuses on *how children learn*, and can be used to reorganize and strengthen most preschool and elementary school curricula. The model's processes place equal emphasis on teaching children academic skills and certain values, attitudes, and behaviors. It uses a classroom management system that is based on a coherent, complementary set of social interactions combined with games and play as the formal instructional method to teach children: interdependence; independence; cooperation; postive self-concepts; positive attitudes toward learning; learning-how-to-learn skills; effective communication and observational skills; and the full array of traditional basic academic skills. The activities and methods designed to achieve these developmental goals are expressed in terms of the cultures, environments, and communities of the children in an ILM classroom.

Because its educational goals include the formation of attitudes and the acquisition of concepts and skills, *the ILM is not a simple, straightforward curriculum model.* Nevertheless, it was obvious from the very beginning that if the unique form of instruction--games and play--was to be used successfully, the ILM staff would have to develop training materials that teachers could also use as examples of the model's processes, and of the game materials they were required to create to engage the individual learning styles and needs of their students. That reasoning led to the development of this manual, the others in this series, and the *Street/Folk/Musical Games* manuals. Although these manuals contain an abundance of materials, they were only intended to suggest the unlimited universe of game and content possibilities that may be used to teach, not as finite curricula. In all cases, school system curriculum guides will provide the specific subject matter that may be included in the games at each grade or age.

DEVELOPMENT OF THE CONVERSATION GAMES

In the history of the ILM teaching-learning processes, guiding children towards the acquisition of effective communication skills has always been of primary importance. The urgency with which this feature of the model was emphasized derived from then-current research (*ca.*, 1968) showing that in traditional elementary school classrooms teachers: dominated almost all communication episodes; initiated dialogues, talked the greatest percentage of time, and controlled the personal interactions and subject matter; rarely discussed feelings and interpersonal relationships; and, generally, asked children stereotyped, closed-end, factual type questions.

At the same time other studies showed that creating educational environments in which young children were encouraged--through ordinary verbal communication--to share their thoughts, experiences, opinions, and information tended to further their cognitive development, gave them a firmer grasp of the objective world, and increased their problem-solving abilities. These latter findings were not surprising to members of the

ILM group, who had witnessed--even in cursory field observations--the constant verbal exchange of ideas, questions, word play, repartee, and instruction among children at play. Since the group had already decided to develop a cohesive set of formal teaching methods based chiefly on the Culture of Childhood, it seemed logical to include some forms of games and play requiring communication between children, and between children and teachers. Changing the traditional flow or pattern of oral communication would enhance the children's learning and, more importantly, fit perfectly into the structured, but "open classroom" environment the group had chosen as the vehicle for the model's teaching-learning processes.

The first attempts to reconcile what was known about children's readiness and capacity for sustained oral communication and the usual suppression of it in classrooms was the Enacted Communication Curriculum. In 1968 Ann Shaw began the primary work on the Curriculum. It was introduced to ILM teaching teams (i.e., certified teachers and teacher aides or assistants) and children that same year. The purposes of the Enacted Communication Curriculum was to promote the sharing of ideas and feelings and to increase the levels of creative expression among children. These goals were realized in the Curriculum through building sensory awareness and encouraging spontaneous dramatic improvisation. Both movement and miniature simulated sociodramatic environments were used to stimulate children to imagine, role-play, and verbalize affect and other dimensions of their experience.

Maurie Ayllon later expanded the Enacted Curriculum, which had been enthusiastically received and implemented by teachers and children at the model's two projects. However, even as the Enacted Communication activities were being used the ILM staff saw the need for a curriculum that would focus more on the development of children's verbal skills, as a means of freeing the youngest children's thought processes from the fetters of individual subjective experiences and interpretation.

The staff's motivation to construct an oral communication curriculum was spurred by several other factors: models like the ILM were developed as interventions or alternative educational strategies for economically disadvantaged children, who typically found it difficult to master academic subjects through traditional, standard curriculum methods and had poor records of academic achievements. Teachers' low expectations and negative attitudes were held to be critical influences on the children's performance in school and on tests of their knowledge and skills. These were said to combine with the children's different social orientation, cultures, world views, and lack of proficiency in "standard" English as multiple causes of their academic failure. Existing language arts programs were considered and rejected as inappropriate to the model's philosophy, methods, and classroom management procedures. Instead, the new curriculum was conceived as a natural, child-centered means of simultaneously extending children's verbal fluency and facilitating their cognitive development.

As one might expect of a group committed to creative innovation, the curriculum was not intended to alter the children's speech in any fundamental way. That approach would have tended to inhibit their expressive, creative use of speech. It would also have caused vexing, potentially conflictful problems if the

teaching adults, drawn largely from the same dialect communities as the black and white children at the projects, were asked to implement a language program alien to their normal (though often subconscious) language usage systems. Given these realities, the goal of the curriculum was to use language in play and games as a medium to teach and reinforce logical analyses; questioning; organizing information; inferential reasoning; memory; association; role-playing; problem-solving; attentive, observational, and decision-making skills; language fluency; creativity; expressiveness; and cooperation.

The project administrators, trainers and teaching teams agreed that the curriculum was necessary; that the cognitive and social skills the games would embrace could be of immense benefit to the children. With the project staffs' support Lassar Gotkin and Bonnie Markham applied for and received a federal grant, in 1970, to develop the Communication Curriculum. Bonnie Markham and Marcia Newfield were given the major responsibility for devising the basic structure and content of the new curriculum, planned as a series of game formats into which many different subjects might be incorporated. However, in the spirit of cooperation that characterizes all ILM materials development, other members of the staff--Jack Victor, Don Wolff, Judy Brown, Esther Fink, Carolyn Jarvis, Carol Edwards, Patricia Hall, and Ellis Richardson--assisted at various times more or less in the conception, construction, and in-house tests of the communication games.

Dr. Markham and Ms. Newfield carefully researched their subject, devised the formats and examples of specific games, analyzed the communication skills inherent in them, then tested (i.e., played) the games with other staff members. Following that initial phase the formats and games were used in a full-scale field test with teachers and children at the projects; teacher trainers; music, art, and speech teachers; parents and children; school administrators; graduate and undergraduate education students; groups of adolescents; and curriculum developers. The Atlanta project director, the instructional coordinators, teacher trainers and the project disseminator; the teachers and children at the New York Project contributed many ideas, helpful comments, and encouragement during the field tests.

As a result of the field tests over forty formats and illustrative games were finally selected for the ILM teaching teams and children. The formats were sequenced according to specific sets of learning objectives and levels of difficulty. There were three levels, each with its own internal sequence of least to most complex formats. During the 1972-73 school year Dr. Markham and Ms. Newfield trained the project teacher trainers and teaching teams to use the final versions of the first two levels, *People Times* and *Experiences*. The next year the project staffs were taught how to train teachers to use the third level, the set of *Solutions* games.

A part of the original plan was to prepare a Communication Curriculum Handbook--a self-contained collection of the formats and prototype games, with instructions how to use them--for the project staffs and for teachers elsewhere. The preparation of the Handbook began in 1973. In April 1974 the first version of the Handbook, which contained fifteen of the *People Times* formats, was completed and distributed to the project classrooms. Further development of the Handbook was delayed, however, as Dr. Markham, then Ms. New-

field left the staff, and the model was transferred from the CUNY Graduate School to Fordham University.

In 1976 the task of preparing and producing the final versions of the Handbook was assigned to Ms. Carolyn Jarvis. At that time it was decided to divide the rather large collection of Handbook materials into three manuals, which were given the less formal title CONVERSATION GAMES. Ms. Jarvis reorganized the original formats and reduced much of the introductory material. The first two manuals, *People Times* and *Experiences*, with illustrations by Mr. Nathaniel Pinkney, were published in 1978. Owing to decreased federal funding and staff reductions--Ms. Jarvis left the sponsor staff in 1978--the third Handbook, *Solutions*, was not published until 1981.

Ms. Gloria Armstrong and I edited the original *Solutions* formats, added some new games and other materials. Margie Frem illustrated the manual. Nitza Rodriguez--a veritable fountain of patience, determination, and skill--assisted in designing the manuals, and typed the many drafts of the revised manuscripts.

During the long and arduous development of the CONVERSATION GAMES manuals a significant event occurred: in 1979 the U.S. Office of Education added listening and speaking skills, i.e., oral communication, to its list of "Basic Skills." The belated inclusion of oral communication with the "three R's" confirmed the validity of the decision the ILM staff made a decade earlier to develop these prototype materials for teachers and children. Confirmation has also come from another source: since the publication of the first two manuals, the demand for them has increased steadily. The CONVERSATION GAMES are now used in over thirty school systems and preschool centers. As educators recognize more fully the critical need to teach young children effective oral communication skills--for its social benefits and as a means of furthering cognitive and metacognitive competence--demand for the manuals will undoubtedly increase. For the children's sake, I hope that prediction is realized.

Harold Freeman, Jr.
Director
Interdependent Learning Model

I. Games And The Interdependent Learning Model

LEARNING THROUGH GAMES

Although most adults played games as children, they are often not aware that children still play many of the same games or variations of them. They also probably do not realize that some forms of most of these games have been played for centuries. Murals painted inside ancient Egyptian tombs, Grecian statues carved before 300 B.C., and manuscripts written during the days of the Roman Empire portray many games that children play today. Many of these games still contain traces of ancient words, practices, and beliefs. Games based on speech and thought--like riddles, Pig Latin and other languages that children invent and play so intensely at certain ages--have existed for countless centuries.

Throughout time games have served a variety of functions for children of different cultures and different age groups. Some researchers believe that many traditional children's games originally were religious ceremonies and rituals that had great significance and were participated in by large numbers of people. Jump-rope games are thought to have started with the jumping dances and contests once held during planting seasons to promote the growth of the crops. "Jackstones" are a modern form of knucklebones, the metatarsal bones of sheep used in West Asian and European cultures to foretell the future. These are but two of the many similarities between children's games and ancient folk practices. It is also probable that ancient children's games reflected social systems and institutions in much the same way that banking and real estate are reflected in modern games like Monopoly, which help prepare children to participate in today's consumer-oriented society in the United States, where the concepts of private property and acquisition are basic values.

The common element found in all play and games is that they permit children to experience, practice, learn, and make errors without serious consequences to themselves. There are, however, other similarities among all of the games that children play: They are natural activities that help children master many of the anxieties and conflicts associated with social and psychological development; they contribute to the development of the children's intellectual, linguistic, and physical competence; and they provide a context in which children can organize and integrate individual and group experiences. Equally important, play is a joyful and personally rewarding activity.

TRANSACTIONAL INSTRUCTIONAL GAMES (TIGs)

Since 1970 the staff of the ILM has devoted a great deal of effort to developing an approach that would enable teachers to use games easily and successfully as part of the teaching-learning process. To accomplish this end, the ILM staff has developed Transactional Instructional Games (TIGs)--which include Street/Folk/Musical Games, Conversation Games, and Table Games. As well as teaching and reinforcing academic and physical skills, TIGs also reinforce the social values that are central to the ILM, such as cooperation, independence, interdependence, and respect for individual differences.

Essentially, TIGs exhibit all the features that characterize games in general. However, there are four additional features that give them their distinctive character: (1) They are designed specifically to teach academic skills and can be easily adapted to a wide variety of academic content. (2) They are based on the principles of programmed instruction. (3) They facilitate the transfer of control from teacher to children by the process of Teaching-From-Within. (4) They are played cooperatively or non-competitively *(never competitively)*.

TIGs AND ACADEMIC CONTENT

TIGs are designed specifically to provide instruction, motivation, and reinforcement for academic content and, unlike most commercially made educational games, can be adapted to a wide range of academic subjects and learning objectives.

PROGRAMMED INSTRUCTION

The phrase "programmed instruction" often symbolizes elaborate machines and precoded materials that are concrete expressions of a mechanistic approach to education. However, the principles that underlie programmed instruction can be adapted to a variety of educational techniques. Put simply, these principles include:

Clear Specification of Objectives: Both the children and the teacher should have a clear and mutual understanding of what the learner is expected to know or do as a result of the learning activity. When using TIGs, it is not necessary (and perhaps not advisable) to tell children in advance, what the learning objective of a particular game is. In most cases, to do so would diminish the natural, relaxed attitude that children bring to games and that makes games such a viable teaching technique. However, it is appropriate, after the game has been played, to make a statement to the effect that "The game certainly was fun, and *we also learned how to organize things in different ways."* Another possiblity is to ask the children what they thought they learned from the game.

Dividing Each Objective into Sub-Objectives: Each objective is divided into small steps (sub-objectives) that give the child an opportunity to respond after only a small piece of information has been presented. Sub-objectives ensure that the student is not flooded with more information than he or she is able

to absorb.

Sequencing Sub-Objectives in a Logical Order: Objectives define what the learner will know or be able to do. Sequencing specifies how the objective will be achieved, i.e., the route the learner will take. Sub-objectives, therefore, must follow a logical order, with each one flowing from and building on the preceding one. In most instances, sub-objectives will increase in complexity as the instruction gets closer to the final objective.

Eliciting the Active Participation of Each Student: All children are given an opportunity to respond overtly to each step. These responses provide the teacher with direct evidence of each child's mastery of the material and determine whether a child needs more practice. The teacher's responsibility is to develop those teaching techniques that will help children learn the correct responses.

Providing Positive Feedback: Each child must be informed whether his or her response is correct, partially correct, or completely incorrect. Correct responses rather than errors should be emphasized. However, when a response is incorrect or only partially correct, the reason should be carefully explained to the student. Games, by their very nature, elicit active participation and feedback. The student immediately knows whether or not his or her response is correct based on the responses of the teacher and/or other students, and whether or not he or she is able to move forward in the game.

TIG's, whether Street/Folk/Musical Games, Conversation Games, or Table Games, are designed to incorporate these principles.

TEACHING-FROM-WITHIN

Whether children will find a game enjoyable and educational depends to a large extent on how the teach-

er introduces the game.

Basically, there are two approaches that teachers can follow. In one the teacher assumes the role of an outsider who directs the players by stating the rules and procedures and instructing the children how to respond at each step. In the second approach, which in the ILM is called Teaching-From-Within, the teacher demonstrates how the game is played by actively participating in the game with the children. Control of the game is transferred from the teacher to the students as soon as they demonstrate that they have learned the rules and procedures.

When introducing new games by Teaching-From-Within, the following processes are used:

1. The teacher is one of the players.
2. The teacher describes the rules of the game as the play goes on.
3. The teacher encourages the players to verbalize the rules as they play.
4. The teacher verbalizes the problem-solving processes she is using in playing the game.
5. The teacher encourages the children to verbalize their problem-solving processes.
6. The teacher assists the children to improve their answers by reinforcing what is correct and leading them to modify what is incorrect.
7. The teacher intentionally makes mistakes and accepts correction from the children.
8. The teacher asks for help from the children.
9. The children are encouraged to initiate questions when they do not understand.
10. The teacher encourages the children to help each other.
11. The teacher gradually turns the game over to the children.

12. After all the children have mastered the rules of the game, the teacher transfers control to them and they continue to play without supervision.

13. Once the students have demonstrated mastery and are playing the game on their own, the teacher monitors the game periodically to make certain the procedures are being followed correctly.

COOPERATION

Successful competition is perhaps the most basic value in our society. As a result, competitive attitudes and behavior dominate almost every sphere of every child's life. Schools, as primary socializing agents, have a reward system (grades, recognition) based almost exclusively on successful competition. Research has shown, however, that competition has negative effects on learning and achievement for most children as well as on interpersonal relations and personal adjustment.

TIGs, which are a central feature of the ILM, are designed to be played cooperatively or non-competitively. They are consistent with an underlying value of the ILM which holds that cooperation is essential to the optimal growth of individuals (and society) and that a cooperative, non-competitive atmosphere is, for most children, the most conducive for learning.

The outstanding characteristics of TIGs, whether cooperative or non-competitive, is that there are no winners or losers. The players, instead of being motivated by the desire to defeat other players, are motivated by the desire for mastery of the game rules, mastery of the content of the game, and the achievement of the game's objective.

The difference between cooperative and non-competitive TIGs is subtle but significant. In cooperative games the objective can be reached only if the players work together as a unit. In non-competitive games

players may make individual contributions to the accomplishment of the game's objective. In both cooperative and non-competitive TIGs the procedures encourage players to help and teach one another and a game is not complete until all players have reached the game's objective.

Because most American children have been oriented in competitive ways of thinking and behaving, teachers must take great care to underscore the cooperative and/or non-competitive nature of TIGs. The most crucial factor is that teachers themselves be committed to cooperative values. When introducing TIGs in their classrooms, teachers should explore with their students the meaning and importance of cooperation. The manner and level of the discussion will, of course, depend on the children's age and maturity. However, even pre-school children can easily learn what cooperation means. Through the use of simulations and role playing, both young and older children can be led to an understanding of cooperation and how it differs from competition. They might be asked such leading questions as: What is war? What is a baseball game? Prize fighting? Building a bridge? How does it feel to win? How does it feel to lose? What are examples of things that we cannot accomplish alone (or that it is easier or more enjoyable to do with someone else)? What is sharing? How does cooperation benefit individuals, the community, and society? The goal is to help children recognize the personal rewards and social importance of cooperation.

All TIGs should incorporate the following cooperative processes:

1. Children should help one another find the correct response. However, help should not be offered unless it is requested. (Teachers should inform children that it is permissible to ask for help, but only after they have done their best to find the correct response by themselves.)
2. If a player makes an incorrect response, the game should not continue until the correct response is

given (by the player at turn, another player, or the teacher).

3. The player who has given an incorrect response should repeat the correct response before the next player takes his or her turn.
4. When appropriate, children should discuss how they arrived at their decisions so that other children can help them assess their perceptions and the suitability of their problem-solving strategies.

GUIDELINES FOR TIGs

1. They are designed according to principles of programmed instruction--i.e., to teach or reinforce small units of information in a manner that requires direct participation from all children and that provides immediate feedback regarding the correctness of a response.
2. They are designed to be played cooperatively or non-competitively--never competitively. There are no "winners" or "losers."
3. They can be adapted to teach or reinforce a wide range of academic content.
4. They facilitate the transfer of control from teacher to children by the process of Teaching-From-Within.
5. They can be played by a group of individuals at different levels of competence.
6. They encourage peer teaching.
7. They encourage communication and verbalization.
8. They encourage autonomous, independent behavior and are designed to be played without the supervision of teachers.
9. A game is not concluded until all players have reached the game's objectives.

USING GAMES SUCCESSFULLY IN THE CLASSROOM

1. In order to use games successfully a teacher must believe that learning can be enjoyable. This statement may sound strange, but work and play are often considered to be opposite and incompatible. Work is always serious; play is fun. Learning is considered work; games are supposed to be played. This type of reasoning leads to the conclusion that children cannot learn through games because they have too much fun. However, there is absolutely no objective reason why children should not enjoy themselves while at the same time developing their academic skills (just as there is no reason that adults cannot enjoy themselves while working). But it is crucial that the teacher really believe this, since it is the teacher who sets the tone and atmosphere in the classroom.
2. Games should be a routine feature of the academic program. They are most effective when they are treated as part of on-going classroom instruction, and when they are used to meet specific instructional objectives.
3. Each game should be analyzed carefully to determine the skills and behaviors it teaches or reinforces. In this manual many of the skills and behaviors reinforced by playing each game have been identified for teachers. Games can be used to help children learn new skills or to strengthen or clarify concepts which have already been presented in other ways.
4. Children should be helped to see the relationship between the concepts and skills in a game and the same concepts and skills used in other areas. Most children will, without assistance, easily transfer the concepts and skills they use while playing games to other situations; others may not. Teachers must carefully plan follow-up activities which will provide opportunities for the children to practice the

desired behaviors.

5. The rules, and content of a format can be modified so that they better fit a particular learning situation. (See the Content Applications section at the end of this manual.) Involve the children in this process. Although the basic formats of these games have been used for many years, they have not remained exactly the same. Rather, they have been changed to meet the needs and interests of the teachers and children who create and play them.
6. Games can be used for both motivation and reinforcement. As a motivational tool they can arouse the children's interest in the meaning of the information and in the conceptual content of the game. As a reinforcement tool they strengthen and clarify concepts already presented in more traditional academic ways. Games function as both incentives and rewards for learning; and because they are fun, they help make learning a pleasurable experience.

II. THE CONVERSATION GAMES

OVERVIEW

In the CONVERSATION GAMES the Communication process--the oral transmission of thought, knowledge, and meaning--is emphasized rather than grammar, vocabulary and sentence structure. This approach, based on the Principle of Least Effort, does not ignore the formal components of language. Instead it accesses them from a different, more logical direction. Its major assumptions are that:

(a) small group conversation within the context of games provides a natural, relaxed and informal way of facilitating language fluency in children;

(b) purposeful language learning activities which have relevance to children's own experiences and other real life situations are most effective in facilitating language development;

(c) fluency in oral communication is developed through the consistent encouragement and support of children's natural speech;

(d) as children learn to use speech more precisely to express a wide range of affective and informational topics, their grasp of the formal properties of language will increase;

(e) the skills of listening, speaking, reading and writing are interdependent; growth in language development will support growth in other skill areas; verbal proficiency provides the foundation for all other related skills.

At first glance, adults may believe that the formats and games are too simple. They may be for adults, *but are not for young children.* In order to play the games successfully the players must learn and systematically use a variety of complex logical or reasoning concepts. Among other things, the games require the

players to observe, compare, and analyze information. In order to organize the information, or to integrate it with other data they must interpret, classify, summarize and form hypotheses. Children engage, more or less, in these processes unconsciously in the course of normal growth and experience. An extremely important function of the CONVERSATION GAMES is that they provide structured practice in these conceptual processes and their conscious application to academic subjects.

Because each player must necessarily interact directly with all other players and learn ways of responding (i.e., listening carefully to different content and personal communication styles, processing the information, and replying appropriately) the games also promote social skills. The players are able to practice roles, styles, and strategies for social behaviors within the miniature social systems which the games create. The social features of the games are in harmony with the model goals of teaching young children interdependent and cooperative behavior.

There is a commitment in the Interdependent Learning Model to foster the cultural styles of the children in its classrooms. The children's speech, which may differ radically from "standard" English, is an alternate, natural and perfectly legitimate way of saying the same things. In fact, non-standard English, often carries meaning more efficiently and accurately than more "standard" forms of the language. What is most important in playing the CONVERSATION GAMES is how accurately, effectively and eagerly the players communicate, not the style or form of the communication. It is, therefore, inappropriate to "correct" or ask a player to "transform" messages spoken in non-standard English into standard English. To do so certainly interrupts the flow of communication and--even worse--may be harmful to a player's self-image. Adults must respond respectfully to children's contributions if they want to encourage the ability and the

desire to communicate. Fluency in communication will be developed through stimulation and support of the children's natural speech.

The CONVERSATION GAMES manuals contain a variety of game formats. The games themselves are only examples. The game formats are the structures and rules for games, which, once learned can be used to teach and learn many different kinds of information. They provide teachers with a structured, sequenced method for developing oral communication and logical thinking skills. Their rules are easily taught. By playing the games children are encouraged to learn about each other, about academic subjects, or any topic they choose. The games require the involved, thoughtful use of language. They help to create a relaxed and informal setting in which teachers can encourage and support the children's natural speech, and provide purposeful language activities which have relevance to the children's own experiences and other real life situations.

HOW THE CONVERSATION GAMES ARE ORGANIZED

The CONVERSATION GAMES are divided into three volumes: *People times*, *Experiences*, and *Solutions*. Each volume emphasizes certain particular forms of oral communication that are linked naturally to conceptual and social learnings.

			CONCEPTUAL SKILLS	SOCIAL SKILLS
Volume I	*People times:*	EXCHANGING INFORMATION	asking questions, verifying, remembering, inferring	listening to and exchanging information with players
Volume II	*Experiences:*	USING IMAGINATION	associating, improvising, role playing, elaborating	sharing imagination with others and collaborating on improvisations, stories and dialogues
Volume III	*Solutions:*	SOLVING PROBLEMS COOPERATIVELY	analyzing, reasoning, comparing, constructing	working cooperatively with other players to solve a problem

To summarize: *People times* stimulates the active seeking, exchanging and verifying of information; *Experiences*, the use and sharing of imagination; and *Solutions*, cooperative and creative problem solving. Although, each volume builds to an extent upon the skills developed in the preceding manual, it is not necessary to follow a fixed sequence in order to use the games effectively. What is more important is that teachers understand the objectives for each game and use a game because it will help meet the instructional needs of his or her class. A suggested sequence is provided for presenting the games within each volume.

USING THE CONVERSATION GAMES

PREPARATION

The best preparation for teaching the CONVERSATION GAMES is to learn to play them first with a group of other adults. The games should be introduced to the children only after the teacher is familiar and comfortable with them.

PRESENTATION

The CONVERSATION GAMES should be presented using the technique Teaching-From-Within.

GROUPING

Small groups of four to eight players are ideal for playing the CONVERSATION GAMES.

TRANSFER OF CONTROL

Transfer of Control from the teacher to the children occurs when the children are able to play a game independent of adult supervision. This includes their being able to do the following:

a) Assemble the game materials by memory.

b) Organize the game materials.

c) Know the game rules and know when they are or are not being followed.

d) Adhere to the game standards set during the initial trials.

e) Involve all of the players in the game.

f) Teach or describe the game for others.

GAME MATERIALS

The CONVERSATION GAMES do not require elaborate materials. It is suggested that all the materials be kept in a labeled box. As the children become familiar with each game, the materials for that game should be placed in the box, which the children can decorate with pictures or drawings. The box should be kept in a place accessible to the children, perhaps in a special conversation area--a quiet spot near a rug, corner or table where the players may sit and play comfortably.

SCHEDULING

The CONVERSATION GAMES are designed to be played for relatively brief periods of time (10 to 30 minutes). They can be used to teach or reinforce specific curricular content, as a part of structured lesson periods, or as free choice activities. It is hoped that once they are learned, they will be used as often and as flexibly as possible.

HINTS FOR THE TEACHER

1. Introduce the introductory activities and game formats to small groups of children by playing the games with the children by Teaching-From-Within.

2. Talk with, not at, the children. Offer comments in as natural a way as possible. Use questions to find out something rather than as a way to test the children.

3. Never force children to participate or reprimand them for not participating. Better results will be obtained when players are allowed to join in as they feel comfortable.

4. Keep in mind that each manual stresses certain skills and attitudes. Try to model these attitudes. In *People times*, the emphasis is on being an active information seeker; in *Experiences*, a spontaneous and imaginative person, and in *Solutions*, a creative, cooperative problem solver.

5. Share the goals of the game with the children. Reinforce the concepts and skills at other times during the day.

6. Play the game according to the established rules.

7. Whenever possible, allow the children to choose the content as well as the game to be played. The games are good vehicles for sharing opinions, experiences and feelings as well as for mastering academic information and concepts.

8. Playing the games with the children gives a teacher a way to learn about the thoughts and experiences of the children. This information allows the teacher to better relate academic content to things with which the children are familiar.

9. Acknowledge and praise competent behavior and encourage the children to do likewise.

10. Whenever possible encourage the use of open-ended rather than closed questions. Closed questions require only yes, no, or brief answers. A few games do require closed questions, but most lend themselves better to open-ended explanatory questions, thereby allowing the players to know how others think. This will help the players arrive at a solution.

11. Don't be discouraged if at first the verbal interchange during the games is somewhat stilted. Strive for a free, enthusiastic flow. It often takes some time before children become accustomed to using conversations in the classroom.

12. Be sure that the players are able to read and understand any printed materials or symbols.

SOLUTIONS

People times, the first volume of the CONVERSATION GAMES, contains games which reinforce question-asking, precise observation, and the organization of information. In the second volume, *Experiences*, the games stimulate the use of four conceptual and language skills: associating, elaborating, role playing, and story telling. To some extent the games in *Solutions*, this third volume, require the players to apply the skills and concepts used in playing both the *People times* and the *Experiences* games to cooperative problem-solving. It is not necessary, however, to follow a fixed sequence with the manuals, for with appropriate content many of the formats may be adapted for children of different ages and levels of experience.

In the *Solutions* games a problem, question, or statement is given to the players to be solved within the context of the game. For some of the games, cooperative play is an absolute necessity. Most of the games are structured, however, so that a solution will usually be more readily arrived at if the players cooperate. Generally, then, the players must work together to create a method for completing a game or achieving an acceptable solution to a problem. The games require the use of a variety of thinking processes. The players must observe, compare and analyze information to contribute to a solution or the completion of a game. In order to organize the information they may summarize, classify, interpret, and evaluate data from their own experiences and from other players. They must then decide which of many possible responses is the best one to make.

Cooperation promotes the communication of ideas, and the sharing of effort; creates opportunities to make friends and develop social skills. A group feeling develops through conceptual relatedness to the game themes. The *Solutions* games give children practice in planning and working together as they learn to apply many cognitive skills. These skills include logical analysis, comparing, synthesizing, reasoning, and constructing. All help simultaneously to develop the ability to use creative, expressive language; combine logic and language fluency; use conversation as a tool of effective communication; and solve problems.

The *Solutions* games should generally be introduced with familiar content--the player's own experiences or things they know very well. Once the procedures are well known to the players, they should be used to teach or reinforce new academic content. A suggested instructional sequence for introducing the games is:

SET I: PLANNING	SET II: ANALYZING	SET III: CONSTRUCTING
1. No Name Sequence	6. Riddles	11. Go Together
2. Treasure Hunt	7. Word Addition	12. How Do You Do It?
3. Bins and Boxes	8. Who Am I?	13. Duet
4. Design	9. Simile	
5. Memory	10. What Would You Do If?	

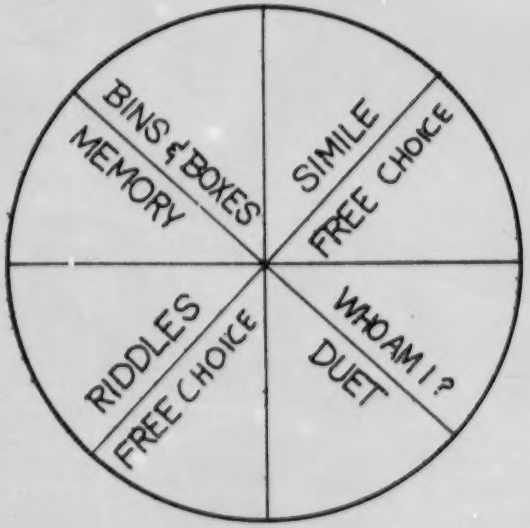
SOLUTIONS MATERIALS

MATERIALS	GAME
A bottle or simple spinner for establishing turns	Bins & Boxes, How Do You Do It?, Riddles, Who Am I?, Go Together, Simile, Duet, Word Addition, What Would You Do If?
Two identical sets of 5 to 8 objects or pictures	No Name Sequence
A small box to hold materials	No Name Sequence, Design, Memory
Graph paper	Treasure Hunt
Pencils, crayons or markers	Treasure Hunt
3" x 5" or 2½" x 3" cards	Treasure Hunt, How Do You Do It?, Riddles, Who Am I?, Go Together, Simile, Duet, Word Addition, What Would You Do If?
Two identical sets of shapes	Design, Memory
Flannel board or magnet board (optional)	Design, Memory

As the children learn to play each game, the materials for that game should be placed in a *Solutions* box. The box should be kept at an easily accessible location, in an area that the children may use to play the games when appropriate.

SOLUTIONS SPINNER

A *Solutions* spinner may be used to help the children select what to play. The spinner may include all of the *Solutions* games or only those with which the children are familiar. At least one FREE CHOICE segment should be included on the spinner. When the pointer lands on FREE CHOICE, a child may select which one of the games he or she would like to play with the group.



If the complete spinner is used, the names of the games the children have not yet learned may be covered with tape. As a game is introduced its name should be uncovered. The *Solutions* spinner should be kept in the *Solutions* box with the other game materials.

SOLUTIONS SKILLS

The *Solutions* games are specifically designed to develop problem-solving skills. The games allow children to make cooperative decisions based on their common knowledge and to use the skills that they have already learned through everyday problem-solving. As children continually engage in these games they will become more competent verbally and conceptually.

All the games are designed obviously to help strengthen verbal skills. As the lists below show, the *Solutions* games may also be used to teach or reinforce various other skills. This list is not exhaustive; other CONVERSATION GAMES may be found to be equally useful for developing and reinforcing particular skills.

VISUAL AND CONCEPTUAL SKILLS	SOLUTIONS GAMES
1. Observation	Bins & Boxes, How Do You Do It?
2. Description	No Name Sequence, Design, Memory, Riddles, Go Together
3. Classification	Bins & Boxes
4. Recall	Memory
5. Role Playing	How Do You Do It?
6. Inductive Reasoning	Treasure Hunt, Who Am I?, Go Together, How Do You Do It?
7. Deductive Reasoning	Bins & Boxes, Riddles
8. Organizing/Planning	What Would You Do If?, Riddles, Go Together, Duet, Word Addition
9. Vocabulary Development and Reading Comprehension	How Do You Do It?, Duet

VISUAL AND CONCEPTUAL SKILLS	SOLUTIONS GAMES
10. Developing Language Expression	What Would You Do If?, Duet, Simile, Word Addition
11. Story Telling	Duet

1. NO NAME SEQUENCE

No Name Sequence helps develop descriptive skills. One player has to duplicate a set of objects from the verbal instructions given by another player. The objects can not be named, but rather must be described in terms of their attributes. When the game is finished each player should have an identical set of objects.

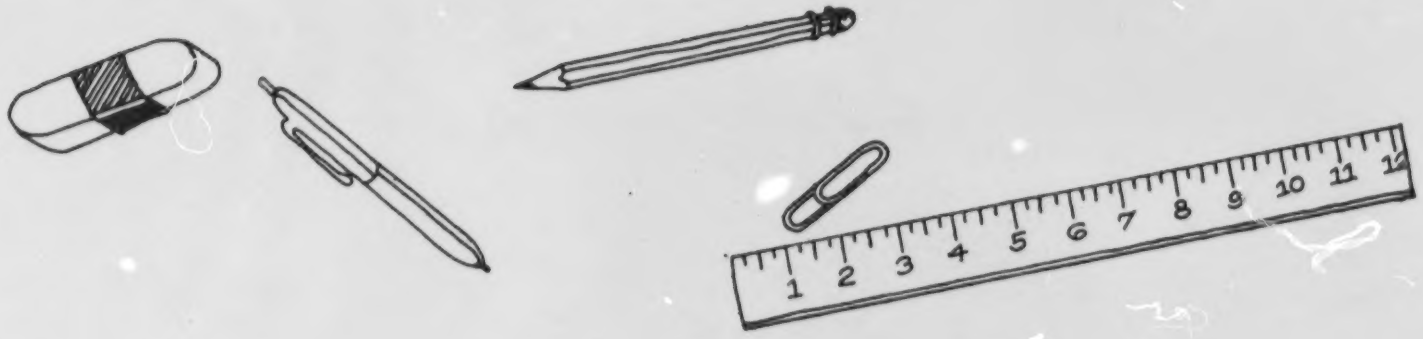
LEARNING OBJECTIVES

- To accurately describe a set of objects.
- To follow verbal directions.
- To ask questions in order to clarify information.
- To interpret oral communications accurately.

GAME MATERIALS

Two identical sets of 5 to 8 different objects or pictures of objects. Five additional objects.

A box to hold the materials.



GAME DIRECTIONS

1. The game is played by two players. One player is the Communicator, and the other is the Constructor.

2. The Constructor leaves the area or closes his or her eyes while the Communicator assembles two identical sets of objects.

3. The Communicator arranges one set of objects into a sequence and places it where it can not be seen by the Constructor.

4. Some additional objects are added to the second set, which is given to the Constructor. The Constructor and the Communicator seat themselves so that they can not see each other.

5. Without naming any object, the Communicator describes each object to the Constructor so that the Constructor can select those same objects from the larger set.

6. The players may ask and answer any questions and describe their objects in any way they wish, so long as they do not actually refer to them by name.

7. When the Constructor believes that the set of objects has been duplicated exactly, she or he checks it by describing the set to the Communicator. If there are any errors, the players try to correct them at this time.

8. The game is over when both the Constructor and Communicator believe that the set of objects has been duplicated.

9. They should look at the two sets of objects in order to compare them. If the sets of objects do not match, the players should discuss what happened during the communication process that caused the errors.

SAMPLE GAME

The Communicator's set of objects contains a pink eraser, a yellow pencil with an eraser, a yellow ruler, a blue pen, and a paper clip, arranged in that order.

The Constructor has a pink eraser, a yellow pencil with an eraser, a yellow ruler, a blue pen, a paper clip, a black pen, a blue crayon, and a rubber band.

Communicator: *The first object is used to erase words.*

Constructor: *Is that all it's used for? Can you write with it too?*

Communicator: *No, All you do is erase things with it.*

Constructor: *I've got it. Next?*

Communicator: *The next object is long and yellow.*

Constructor: *What do you use it for?*

Communicator: *You write with it.*

Constructor: *Okay!*

Communicator: *You use the next thing to draw straight lines or to measure things.*

Constructor: *All right.*

Communicator: *The next object is blue and you can write with it.*

Constructor: *When you write with it does it make fat lines or skinny lines?*

Communicator: *It makes skinny lines.*

Constructor: *Does it write with ink?*

Communicator: *Yes.*

Constructor: *Okay, I know what it is.*

Communicator: *The next object is little and made out of metal.*

Constructor: *I have it.*

Communicator: *That's it. You should have five things.*

Constructor: *I do.*

The Constructor should then check the sequence by describing it to the Communicator. Their goal is to make sure that both sets of objects are identical before ending the game. Although this example may seem to be an easy one, unless the Constructor and Communicator are able to interpret and understand each other well, they will need more practice before they are able to play the game successfully.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) In *People times*, Look and Same/Different help develop skills in observation and description; The Bag and Detective help teach players to draw inferences from what they hear.

   b) In *Experiences*, Describe It develops descriptive skills.

2. Other Hints

   a) It is more difficult to describe the difference between objects that look similar than those that are very distinct from each other. Imagine having to describe the differences between a tennis ball, golf ball, baseball and ping pong ball without being able to name any of them. Following is a suggested framework for varying the levels of difficulty.

      1. Objects that are not similar in form or use (e.g., various shaped objects).
      2. Objects that are similar in form but not in use (e.g., long thin objects).
      3. Objects that are similar in use but not in form (e.g., things to wear).
      4. Objects that are similar in form and in use (e.g., writing implements).
      5. Objects that have uncommon forms or functions (e.g., odd shaped objects).

   b) Another way to vary the levels of difficulty is to restrict the types of questions the Constructor can ask (e.g., exclude questions about color so that more attention is paid to size or function) or allow only one type of question (e.g., size, color or function).

   c) The recommended grade levels for this game are first through sixth.

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2. TREASURE HUNT

Treasure Hunt is a game for two players. Each player selects four letters and four numbers. One letter and one number are left over. The players try to locate the square on a grid where the treasure is buried.

LEARNING OBJECTIVES

- To introduce the concept of coordinate spatial symbol systems.
- To practice reasoning by the process of elimination.

GAME MATERIALS

Squared or graph paper (grid boards may be prepared).

Pencils or crayons.

Eighteen cards (Nine cards with the letters A to I written on them, nine cards with the numbers one (1) to nine (9) written on them). One letter or number is written on each card.

A box or a container to hold the materials.

GAME DIRECTIONS

1. The game is played by two players. Each player shuffles one pile of cards, i.e., either the number pile or the letter pile. The cards are then placed face down in two separate piles. Each player picks four letter cards and four number cards. The players do not show their cards to each other. The letter card and number card that are left designate where the treasure may be found and they should remain face down. The players must try to identify these two cards before the game is over.

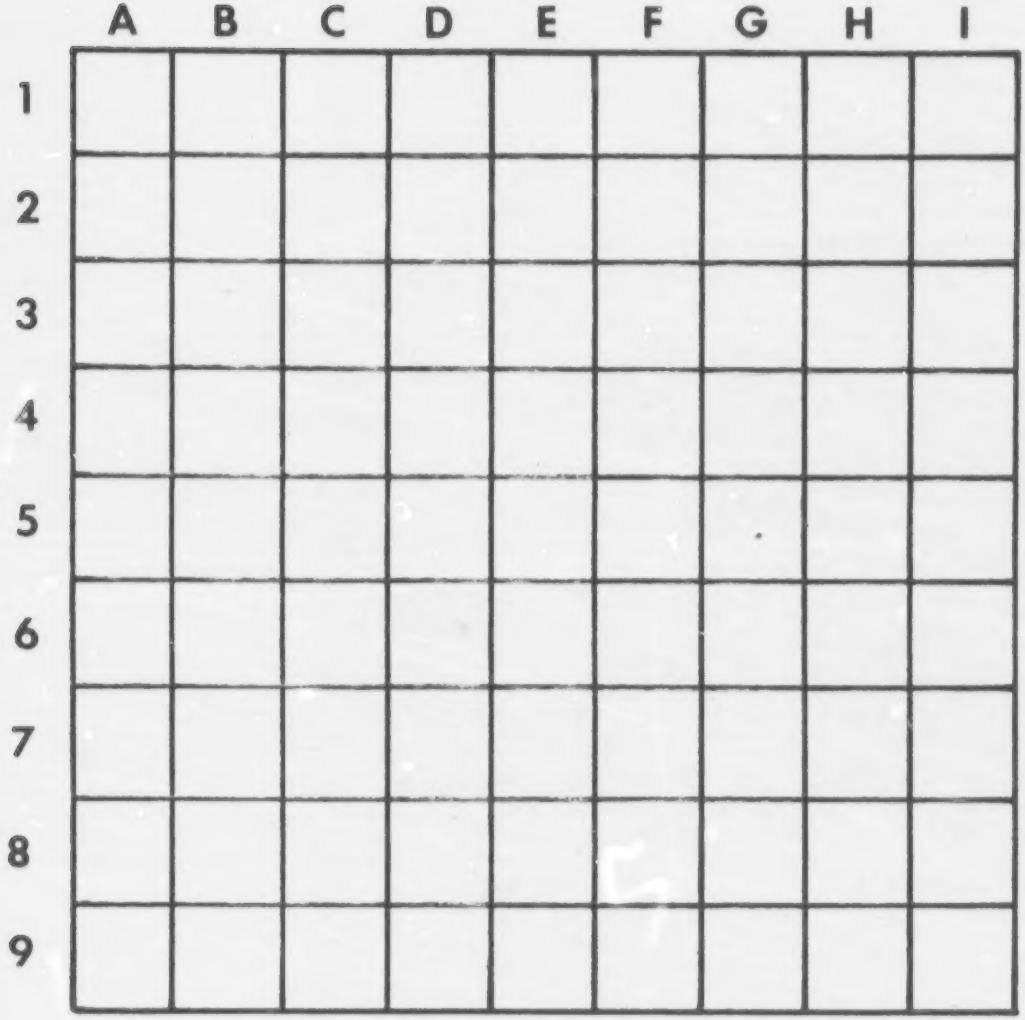
2. The players sit so that they can not see each other's papers. Each player draws an area nine squares by nine squares. The squares across the top are labeled with letters and the squares down the left side with numbers. The materials may also be prepared and made available to the players. (See the illustration of a Treasure Hunt grid board on the following page.

3. The players take turns asking each other whether they hold a particular letter or number. The player questioned must answer truthfully. As each row or column belonging to either player is identified it is colored in by both players. They should try to locate the treasure, i.e., the square which does not belong to either player before all the other squares are colored in.

4. During the game either player may guess where the treasure is buried. After one player tells the other where he or she thinks the treasure is buried, the player marks an X in that square.

5. The game continues until all the letters and numbers belonging to both players have been colored in. If a player's guess was correct, then the empty square would contain it.

6. The players turn over the two remaining cards to verify the answer.



SAMPLE GRID BOARD

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SAMPLE GAME

Joe has the cards labeled A, C, F, I, 3, 6, 7, and 9; Mary has the cards B, D, E, G, 1, 2, 4, and 8. (H and 5 are left over and identify the "hidden treasure".)

Joe asks Mary if she has 8. She answers yes.
They both shade in the 8th row.

Mary asks Joe if he has C. He answers yes.
They both shade in the C column.

Joe asks Mary if she has D. She says yes.
They both shade in the D column.

Mary asks Joe if he has H. He says no.
They leave the H column unshaded.

Joe asks Mary if she has 2. She says yes.
They shade in the 2nd row.

Mary asks Joe if he has 3. He answers yes.
They shade in the 3rd row.

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Joe asks Mary if she has 5. She says no. (Joe knows he doesn't have 5 either. He remembers that when Mary asked him about H, he didn't have that either.) Joe guesses that the treasure is buried in square H5, and puts an X in that square. (Mary could not guess the right answer at the same time, because she did not know that Joe didn't really have the 5.) They then continue to play.

Mary asks Joe if he has 6. He says yes, and they color in the 6th row. The game continues until all the letters and numbers belonging to both players have been colored in. Joe can see that his guess was correct because the remaining empty square contains an X.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) The children must be able to identify both the letters and the numbers on the grid. Show them how the columns and rows are labeled and how to color them.

   b) Show the children how to label the squares. Have them practice naming a few randomly selected squares.

2. Other Hints

   a) This game will help children in understanding how to read longitude and latitude scales on maps and help prepare them for similar tasks on standardized tests. The game will also help children to understand map grid codes, often found on road maps, as well as bar and line graphs.

   b) It may be helpful if the children place each number or letter card face down as they color in the rows.

   c) The number and letter cards which identify the "hidden treasure" may actually be hidden in a small box or other container.

   d) The game can be made more complex by using a larger grid and having more than one "treasure" square.

   e) The recommended grade levels for this game are first through third.

3. BINS & BOXES

We use various kinds of systems to organize things: a drawer, file cabinets, card files, a daily schedule and calendars are common examples. Bins and boxes helps players develop classifying skills by asking them to arrange a variety of objects according to groups or categories. By classifying the same materials in a variety of ways, players develop flexibility and experience with alternative ways of organizing materials in a systematic fashion.

LEARNING OBJECTIVES

- To classify objects in a number of different ways.
- To examine and find alternative classification systems.
- To practice the development of hypotheses and conclusions based on objective evidence.

GAME MATERIALS

A set of 6 - 12 objects, or pictures of objects.

A box to hold the materials.

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by four to eight players. Everyone sits in a circle. One player spins the bottle to find the first pair of Organizers. (The players at each end of the bottle become the Organizers.)

2. The two Organizers take the box of materials and group or categorize the materials according to any system upon which they both agree. They display their materials grouped according to their system to the rest of the players.

3. The other players examine the objects to find out how they are arranged. Working together they make up and ask three questions about how the objects are organized (i.e., are they organized according to shape, color, size, function, etc.). Only questions which can be answered by yes or no may be asked.

4. The players as a group then make three guesses as to how they think the material is organized.

5. The Organizers confirm or disconfirm their guess. If the players' guess is not correct the Organizers explain what their system of organization is.

6. One of the Organizers spins the bottle to find the next pair of Organizers who take the same materials and organize them in a different way.

7. The game can continue until every player has had a turn to be an Organizer.

SAMPLE GAME

The box of objects contains a pink eraser, a yellow pencil with an eraser, a yellow ruler, a blue pen, a paper clip, a blue crayon, a black pen, and a rubber band.

The Organizers group the materials like this:

The Players: *Are they arranged according to color?*

Organizers: *No.*

The Players: *Are they arranged according to shape?*

Organizers: *No.*

The Players: *Are they arranged according to how you use them?*

Organizers: *Yes. We put all the things you can write with together and all the things you can not write with in the groups.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Put together a collection of different buttons. Ask the children to describe each button according to its size, color, shape, texture, pattern, etc. Decide upon a category, (e.g., size) and have the players sort the buttons according to that category. Try several more categories. It should become clear to the children that how the buttons are sorted depends on the category or system used.

   b) Have a group figure out which buttons fit into more than one category (i.e., a green button may go with the other green buttons in terms of color but with the red button because of its shape).

2. Other Hints

   a) In the process of classification, the children are asked to arrange a variety of items according to categories or groups. It is essential that the categories have a distinct relationship to each other. For example, the objects for the sample game are grouped into things one can write with and things one can not write with. The relationship is one of use. If they had been organized into objects that are long and thin and objects that one can not write with, this would not be correct because there is no relationship between those categories.

   b) The following is a list of some materials which might be used to play Bins & Boxes.

      1. Pictures cut from magazines
      2. Buttons
      3. Blocks
      4. Reading vocabulary words
      5. Classroom tools (such as pencils, crayons, etc.)
      6. Books

   c) The recommended grade levels for this game are second through fourth.

4. DESIGN

In Design, a player has to construct a design by listening to and questioning another player. For a person to act on the basis of verbal instructions only, the information given must not only be accurate but must also be clearly understood.

LEARNING OBJECTIVES

- To use verbal description.
- To give accurate instructions.
- To follow verbal instructions.
- To ask questions in order to clarify information.
- To interpret accurately oral communication.

GAME MATERIALS

Two sets of shapes. The shapes may be made of paper, plastic, wood, etc.

Flannel or magnet boards may be used.

GAME DIRECTIONS

1. This game is played by two players. One player is the Communicator and the other is the Constructor. The players sit so that they can not see each other.

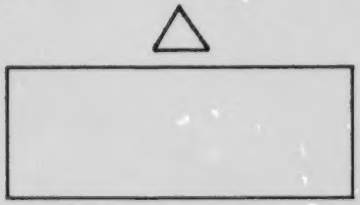
2. Using a small set of shapes, the Communicator makes a simple coherent design. It does not have to be symmetrical. The Constructor has an identical set of shapes. (After players are familiar with the game the Constructor may have a few extra shapes in his or her set.)

3. The Communicator describes his or her design so that the Constructor can reproduce it as accurately as possible. The players may ask and answer any question.

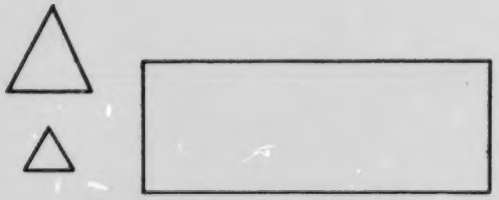
4. The game is over when the players believe that the Communicator's design has been successfully duplicated. The Communicator and Constructor should then place their designs side by side and compare them.

5. If the designs do not match, the players should discuss what happened during the communication process that caused the error.

SAMPLE GAME



Communicator's Design



Constructor's Set of Shapes

Communicator: *Get the big white rectangle.*

Constructor: *Okay.*

Communicator: *Now take the triangle...*

Constructor: *What size? I have two triangles.*

Communicator: *It's little, about the size of the fingernail on your little finger. Put it above the rectangle just over the middle.*

Constructor: *I forgot to find out, is the rectangle lying down on the long side or the short side?*

Communicator: *The long side is on the bottom.*

Constructor: *Now where does the triangle go?*

Communicator: *Put the triangle just above the middle of the rectangle.*

Constructor: *Is the triangle touching the rectangle?*

Communicator: *No. There's a little space between the triangle and the rectangle.*

Constructor: *Is a point or a side of the triangle nearest the rectangle?*

Communicator: *A side. A point is facing straight up. If there was a straight line it would go right through the point of the triangle, down through the middle of the triangle, and through the middle of the rectangle.*

Constructor: *Well I think I have it. I have a rectangle lying down on its long side with a little triangle just above the center of the rectangle.*

Communicator: *That sounds right. Let's look and see.*

When the players look at the two designs, they match.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Have the children construct designs which resemble familiar objects (e.g., a house or a face).

2. Other Hints

   a) This game is similar to the No Name Sequence game. The difference between the two formats is that Design requires more attention to spatial arrangement, whereas in No Name Sequence the objects are always arranged in a line. In Design, the players must be concerned with many more details, along with the placement of the pieces.

   b) Whether the design is abstract or representional, the Communicator may find it helpful to start out by trying to make an analogy of the overall design in order to help the Constructor get an image of what is to be duplicated.

   c) There are no restrictions on verbal communication.

   d) The designs to be described can be made up before the game. They can be drawn on paper or made by pasting actual shapes onto something.

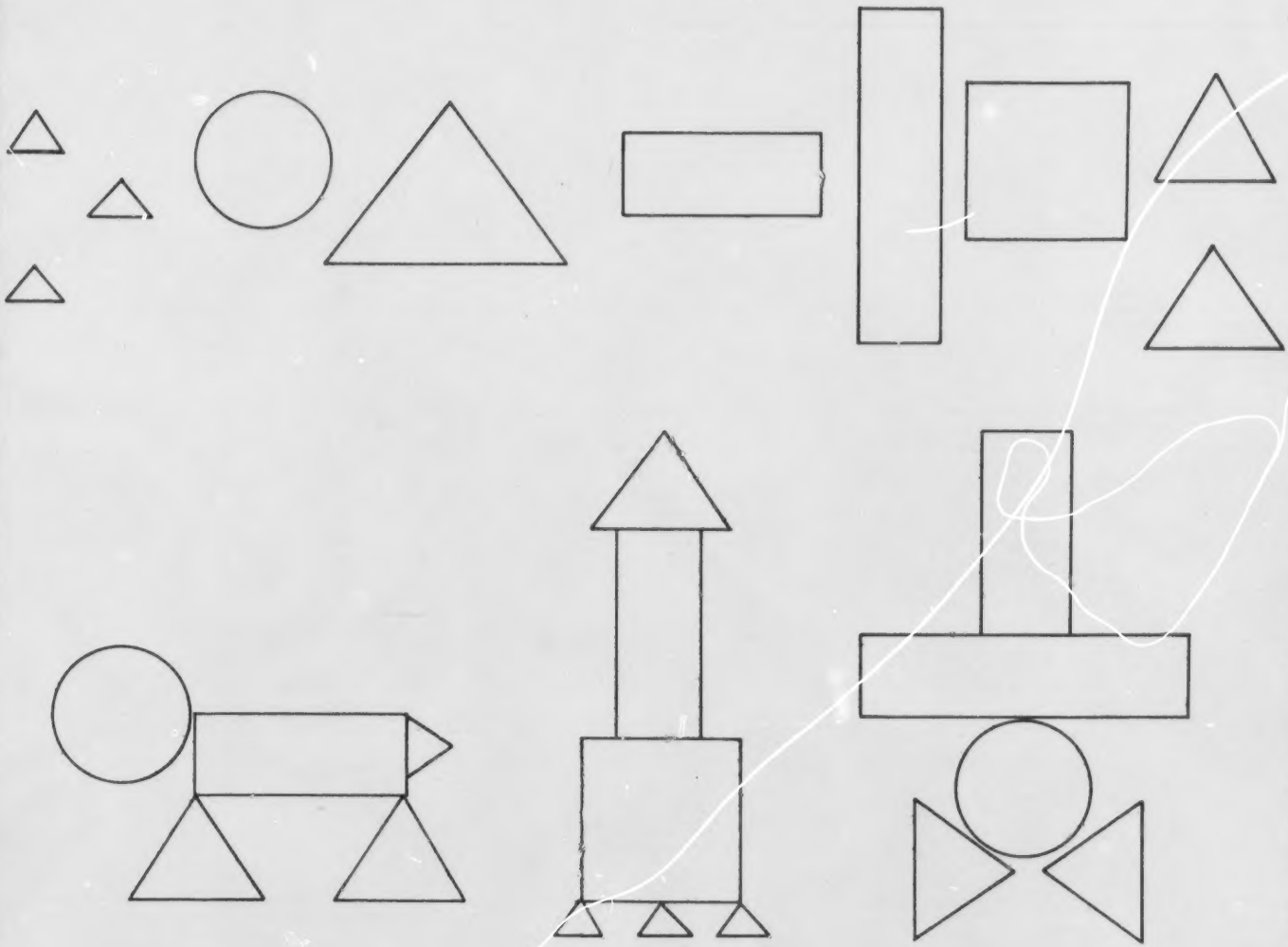
   e) Players should be encouraged to discuss why they were or were not successful in communicating and completing a design.

   f) A variation of this game would be to have more than one Constructor. The number of Constructors would depend upon the availability of duplicate sets of shapes. The player who is the Communicator makes a design with a set of shapes and then describes it to the others. Each Constructor must reproduce the design using identical sets of shapes. The game then proceeds according to the original game directions.

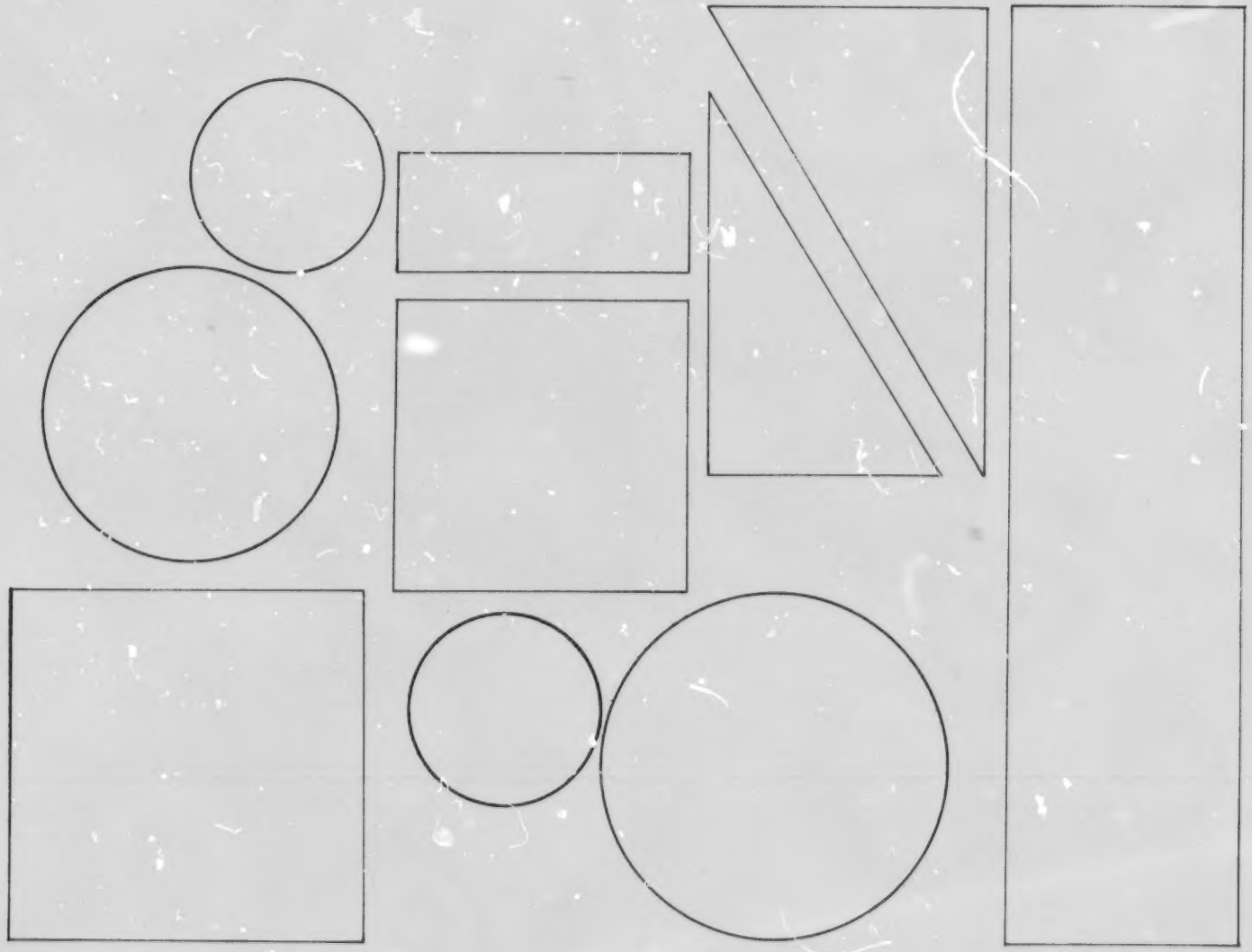
g) A more difficult variation would involve the number and complexity of the shapes in the set. The Communicator in this game would first specify the number of pieces he or she plans to use to make a design. Then the Contructor(s) would have to select the proper shape as described by the Communicator and decide on its placement.

h) The game can also be made more challenging by using open-ended materials, such as Lego blocks. This would allow for three-dimensional spatial designs and would therefore be more complex. Two players can share a table by placing a barrier between them. Each player faces the barrier and has a similar set of materials to work with. The game proceeds according to the directions described in numbers 3 to 5, on page 50.

i) The recommended grade levels for the game are second through fourth.



SAMPLE SHAPES AND FIGURES FOR
DESIGN AND MEMORY



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5. MEMORY

Memory is one of the more difficult games in *Solutions*. A player has to describe a design from memory while simultaneously listening to and answering questions. It requires careful observation and attention to detail. Playing this game can help increase confidence in one's ability to rely on memory.

LEARNING OBJECTIVES

- To observe for detail.
- To accurately describe a design from memory.
- To follow verbal directions.
- To ask questions in order to clarify information.

GAME MATERIALS

Two to four identical sets of shapes.
(See page 55.)

Flannel boards or magnet boards may be used.

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by three to six players. One player uses a spinner to find a Designer and a Communicator. All the other players are the Constructors. The players sit so that the Communicator and the Constructors can not see each other.

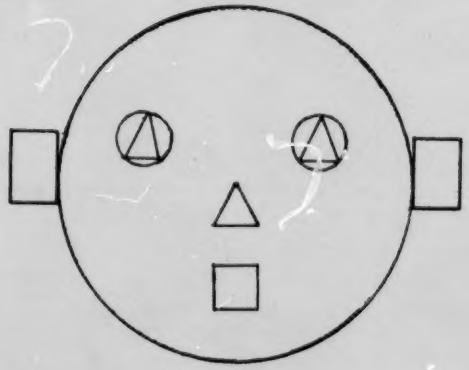
2. The Designer makes a simple design and shows it to the Communicator who studies it for about three minutes. The Designer removes the design. The Communicator then describes the design from memory to the Constructors.

3. The Constructors try to reproduce the design according to the Communicator's instructions. The players may ask or answer any questions.

4. If necessary, as the game is being played, the Communicator may ask to study the design again.

5. The game is over when the Communicator and the Constructors believe that the design has been reproduced as accurately as possible. The players should then compare the designs. If the designs do not match, the players should discuss what happened during the communication process that caused the error. The game should then be repeated using another design, with the same or a different Designer, Communicator pair.

6. The Designer and the Communicator use a spinner to find the new pair.



SAMPLE GAME

The Designer uses only one big yellow circle, two small blue circles, three small red triangles, one blue square, and two small red rectangles to make a simple face.

Communicator: *It's a face made up of a big circle with two small circles for eyes, and two rectangles for ears. Inside each small eye circle is a tiny triangle. It looks like a jack o'lantern with a different kind of mouth.*

Constructor: *What color is the big circle?*

Communicator: *Yellow.*

Constructor: *What about the little circles?*

Communicator: *I think they're blue. And there's a little triangle nose and a mouth, and two red rectangles for ears.*

Constructor: *What shape is the mouth?*

Communicator: I need to look again. May I?

Designer: *Yes, here it is.* (The Designer lets the Communicator study the design again for about 15 - 30 seconds.)

Communicator: *The mouth is a little blue square. There are little triangles inside the blue circles. The little triangles are yellow.*

Constructor: *How do the little triangles fit inside the eyes?*

Communicator: *Put them inside the little circles so that they point straight up.*

Constructor: *Where do I put the two red rectangles?*

Communicator: *Put one on the left side and one on the right side of the big circle. They should touch the outside of the circle.*

Constructor: *Is that it?*

Communicator: *Yes. Let's look.*

When the players compare the designs, they match.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Have children play group games that involve describing from memory familiar objects, pictures or people.

   b) Have children construct designs with similar sets of materials.

2. Other Hints

   a) The design can be made up before the game. It can be drawn on paper or made by pasting actual shapes onto something.

   b) Designs should be varied so as to allow the players to build their skills in remembering. The following dimensions make a design easier to remember:

      1. The design resembles a familiar object (e.g., a car, a face).
      2. The design is symmetrical (top and bottom parts, left and right sides mirror each other).
      3. The design is centered on the board.
      4. The design has relatively few pieces.
      5. The design is linear rather than scattered (i.e., moves in a single line from left to right).
      6. The design is in one or two colors.
      7. The design has a relatively simple form.

   c) It will be helpful to reuse the same set of materials until the players become familiar with them. This will help them to memorize more successfully.

   d) Before looking at the designs, the Communicator and the Constructor(s) may ask the Designer to check them. If the design has not been successfully duplicated, the players may decide to try again before ending the game.

e) Players should be encouraged to discuss why they were or were not successful in communicating and completing the design.

f) Construction from geometric shapes is the simplest form of design. The use of geometric shapes for younger children also reinforces descriptive language (round, long, square, etc.). The introduction of nonrepresentational shapes should depend upon the age and skills of the children.

g) Design, Memory, and No Name Sequence were designed to prepare children to observe, record and recall information accurately.

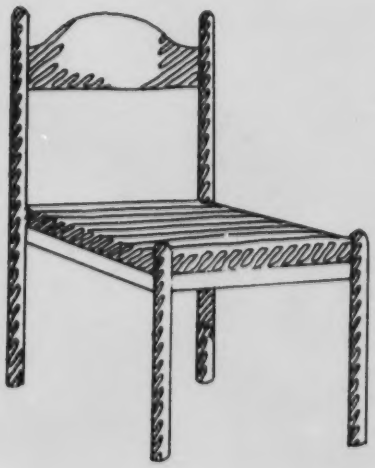
h) The recommended grade levels for this game are second through fourth.

6. RIDDLES

In Riddles, players are given the name of something and then asked to make up a riddle for the group to answer. The riddle must contain three characteristics of the object, person or thing.

LEARNING OBJECTIVES

- To describe cooperatively an object on the basis of its characteristics.
- To review the meanings of naming words.
- To practice inferential reasoning from verbal descriptions.



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GAME MATERIALS

A deck of cards. Each card has a noun, such as tree written on it.

Cards - 2½" x 3".

A bottle or spinner.

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GAME DIRECTIONS

1. This game is played by four to eight players. Everyone sits in a circle. One person spins the bottle to find the first pair of players. They draw a card from the Riddles deck of nouns.

2. The pair quietly confer in another part of the room, as to how they will describe the noun using three of its characteristics.

3. The pair take turns giving the clues to the group in the form of riddles and then asks "What am I?"

4. Each player then has one turn to answer the riddle. If no one solves the riddle, the pair gives the answer.

5. Each member of the pair spins the bottle to find another pair.

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SAMPLE GAME

The pair of players draw a card with the noun chair written on it.

Player #1: *I have legs.*

Player #2: *I'm made out of wood.*

Player #1: *You can sit on me.*

Player #2: *What am I?*

June: *Are you a bench?*

Pair: *No.*

Sam: *Are you a stool?*

Pair: *No.*

Carol: *What are the clues again?*

Pair: *I have legs. I'm made out of wood and you can sit on me.*

Carol: *Are you a chair?*

Pair: *Yes.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Describe It, in *Experiences*, helps children develop skills at a simpler level.

   b) Have children participate in developing a Riddle Book. Assign each child to write a riddle about one object using three of its characteristics. Have children describe objects by their color, shape, location, purpose, materials, etc. Have children describe people by what they do, where they work, how they work, etc.

   c) Have children make up riddles about other children in the class using three characteristics. Children can describe each other in terms of their physical appearance, personality, attitudes, etc.

2. Other Hints

   a) Be sure the players are familiar with the characteristics of objects or things used in the Riddles deck

   b) Do not use proper nouns in this game.

   c) Children should be aware that three characteristics must be mentioned for each object. The children can count the clues given during the first few games.

   d) The pair should repeat all three clues whenever a player requests it, or the pair sees the need for it.

   e) The recommended grade levels for this game are first through third.

7. WORD ADDITION

In Word Addition, the players have to add one word at each turn to form a complete sentence.

LEARNING OBJECTIVES

- To develop a sentence cooperatively.
- To increase creative verbal expression.

GAME MATERIALS

A deck of fifteen cards. Each card has a word written on it that can start a sentence (e.g., Running, It, Oranges, A).

Cards - 2½" x 3".

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by three to six players. Everyone sits in a circle. A player uses a spinner to pick the lead player.

2. The lead player picks a card and reads it to the group. Then the player adds one word to help form a complete sentence.

3. Each player in turn adds one word to the previous words of the incomplete sentence. All the words are repeated at each turn, and the new word is then added.

4. If a player can't think of a word he or she has the option of passing.

5. The game continues until all of the proper known possibilities are used to make a complete simple sentence, or the players agree to end the sentence. The sentence must be complete in order to end the round.

6. The lead player uses a spinner to choose the next player.

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SAMPLE GAME

A player draws a card with the word It written on it.

Player #1: *It--was*

Player #2: *It was--raining*

Player #3: *It was raining--so*

Player #4: *It was raining so--I*

Player #5: *It was raining so I--wore*

Player #1: *It was raining so I wore--my*

Player #2: *It was raining so I wore my--raincoat*

Player #3: *It was raining so I wore my raincoat--and*

Player #4: *It was raining so I wore my raincoat and--my*

Player #5: *It was raining so I wore my raincoat and my--hat*

Player #1: *It was raining so I wore my raincoat and my hat--to*

Player #2: *It was raining so I wore my raincoat and my hat to--school.*

Player #3: *Let's end the sentence here and pick a new card.*

Group: *O.K.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Have children finish short incomplete sentences. Give children the first word of a sentence and have each child add a word until the sentence is completed.

   b) Children can help develop classroom experience or story charts. Each child gives a sentence until the chart is completed.

2. Other Hints

   a) Players may repeat the words that have been named as many times as needed before they add their words.

   b) In this version, punctuation is omitted and assumed (including the period at the end of a sentence). This allows children to exhaust all possibilities before the sentence is ended.

   c) Sentences can be as long or as short as the group desires. For younger children, sentences will tend to be shorter, since their ability to remember strings of words accurately may not yet be fully developed.

   d) Children must form complete sentences.

   e) One variation of this game is to have the players add two words to the incomplete sentence.

   f) Another variation is to require the players to insert the proper punctuation mark(s) at their turn. This variation will naturally lead to discussions of punctuation: comma faults, phrases, interjections and other syntactic features of language. In this more complex form of the game, children must, of course, have studied enough grammar beforehand to play successfully.

   g) The recommended grade levels for this game are first through fifth.

8. WHO AM I?

In the game, Who Am I?, the players ask questions and pool the information given in order to guess the name of the person one player is thinking about.

LEARNING OBJECTIVES

- To practice asking inductive questions.
- To practice inferential reasoning from shared information.
- To practice developing hypotheses.

CHRISTOPHER COLUMBUS

BABE RUTH

GAME MATERIALS

A deck of ten cards with the names or pictures of famous people on them. The names should all be from within a particular category, e.g., well known artists, patriots, inventors, actors or actresses, athletes.

Cards 3" x 5".

A bottle or spinner.

A container to hold materials.

GAME DIRECTIONS

1. This game is played by four to eight players. Everyone sits in a circle. One person uses a spinner to find the first player.

2. The first player takes a card from the top of the deck, silently reads it, and then asks the rest of the group "Who Am I?"

3. Each player asks a question. For example, "Do you live in the United States?" or "Are you still living?" The first player can only answer the questions with yes or no.

4. After every player has asked one question, they discuss what they have learned and make three guesses about who they think the person is. If they do not guess correctly, each player can ask another question. They can then make one more guess. If their guess is still incorrect, the first player must tell them the answer.

5. The first player spins the bottle to find the next player to draw a card from the deck. The game can continue until each player has had a turn to ask "Who Am I?"

SAMPLE GAME

Player #1 pulls a card with the name Christopher Columbus written on it. The players know that the deck contains the names of explorers.

Sam: *Did you discover an ocean?*

Player #1: *No.*

Cheryl: *Did you discover a country?*

Player #1: *Yes.*

Roberto: *Are you English?*

Player #1: *No.*

Carl: *Are you Italian?*

Player #1: *Yes.*

Jessica: *Did you believe that the world was round?*

Player #1: *Yes.*

David: *Did you sail with three ships, the Niña, the Pinta, and the Santa María.*

Player #1: *Yes.*

The players discuss the questions and answers and guess that the person is Christopher Columbus.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) The game can be introduced by using a familiar category such as "people who work in our school." The narrower the category, the easier it will be for the players to discover who the person is.

   b) Players can draw the cards and describe the persons whose names are used in the game.

2. Other Hints

   a) The categories can be changed frequently to coincide with current or past figures and classroom studies (e.g., Names of presidents, local politicians, authors, fictional characters, scientists, Afro-Americans, Native Americans). With a minimum of research the persons listed on pages 75-78 may be studied, then used in Who Am I? decks to reinforce the lessons.

   b) The game may be varied by putting a few blank cards in the deck. The player who draws a blank card can be anybody she or he would like to be within the category given.

   c) A number of decks relating to different categories can be prepared and available for children to choose from when playing this game.

   d) The recommended grade levels for this game is second through fourth grade.

On this and the following pages is a sample list of famous Americans, the subjects of their training, and/or the area of work in which they distinguished themselves. The list is composed of African-American, European-American, Native American, and Puerto Rican persons who played significant leadership roles in their cultural groups, made substantial contributions to the arts, business, conservation, education, industry, literature, medicine, science, and technology; or who, by their exploits and achievements, are prominent in the nation's history. Although many of the names on the list may be unfamiliar to some teachers, biographical information about each person is available in most standard desk encyclopedias and some dictionaries.

Jane Addams	Social Work/Author/Nobel Laureate
Pedro Albizu Campos	Statesman/Jurist
Susan Brownell Anthony	Feminist/Abolitionist/Suffragette
Joseph Louis Barrow (Joe Louis)	Athlete: Pugilist
Thomas Hart Benton	Artist: Painter/Teacher
Ramon Emeterio Betances	Statesman/Physician
Mary McLeod Bethune	Educator
Clara Barton	Humanist/Nurse/American Red Cross
Joseph Brant (Thayendanegea)	Military/Statesman/Author
Andrew Carnegie	Industrialist/Philanthropist
George Washington Carver	Scientist: Chemist/Botanist/Inventor
Samuel Langhorne Clemens (Mark Twain)	Author/Journalist

Roberto Clemente	Athlete: Baseball
Tyrus Raymond Cobb (Ty Cobb)	Athlete: Baseball
José de Diego	Statesman/Jurist/Author/Orator
John Dewey	Educator/Philosopher
Emily Dickinson	Poetess
Frederick Douglass	Abolitionist/Orator/Author/Diplomat
William Edward Burghardt Dubois	Social Scientist/Statesman/Historian/Author/Editor/ Encyclopedist/Educator
Thomas Eakins	Artist: Painter/Sculptor
Charles Eastman (Ohiyesa)	Physician/Author
Thomas Alva Edison	Scientist: Inventor/Chemist
Albert Einstein	Scientist: Physicist/Philosopher
Henry Ford	Industrialist/Inventor/Philanthropist
Robert Hutchings Goddard	Scientist: Physicist/Aeronautical Engineer/Inventor
William Christopher Handy (W.C. Handy)	Artist: Musician/Composer/Author
Matthew Alexander Henson	Arctic Explorer
Oliver Wendell Holmes	Jurist/Teacher/Editor/Author

Eugenio María de Hostos	Educator/Statesman/Author
Chief Joseph (Hin-mah-too-yah-lat-kekht)	Statesman/Orator
Martin Luther King	Clergyman/Statesman/Orator
Thaddeus Kosciusko (Tadeusz Andrzej Bonawentura Kŏsciuszko)	Military: Revolutionary War Patriot
Abraham Lincoln	Statesman/Pragmatic Philosopher
Charles Augustus Lindbergh	Aviator/Author/Inventor
John Pierpont Morgan	Financier/Industrialist/Philanthropist
Anna Mary Robertson Moses (Grandma Moses)	Artist: Painter
John Muir	Conservationist/Explorer/Author
Luis Muñoz Marín (El Vate)	Statesman/Publisher/Editor/Journalist
Jesse Owens	Athlete: Track and Field Olympian
Eli Samuel Parker (Donehogawa)	Statesman/Military/Civil Engineer/Jurist
Robert Edwin Peary	Arctic Explorer
Miguel Pou	Artist: Painter
Red Jacket (Sagoyewatha)	Statesman/Military/Orator
Paul Robeson	Athlete/Jurist/Actor/Musician/Political Leader

Lola Rodriguez de Tio	Poetess
Jack Roosevelt Robinson (Jackie Robinson)	Athlete: Baseball
John David Rockefeller	Industrialist/Philanthropist
John Augustus Roebling	Civil Engineer
Carl Sandburg	Poet/Biographer/Historian/Journalist
Augustus Saint-Gaudens	Artist: Sculptor/Designer
Sequoya	Linguist/Educator
Sitting Bull (Tatanka Yotanka)	Statesman/Military
John Steinbeck	Author
Henry Ossawa Tanner	Artist: Painter
Tecumseh (Shooting Star)	Statesman/Military
Henry David Thoreau	Naturalist/Philosopher/Author
James Francis Thorpe (Bright Path)	Athlete: Football/Baseball/Track and Field Olympian
James Abbott McNeill Whistler	Artist: Painter/Author
Walt Whitman	Poet/Editor/Journalist
Frank Lloyd Wright	Architect/Civil Engineer

9. SIMILE

In Simile, a pair of players uses words in an imaginative way to complete a sentence using a simile, that is, two words that express a comparison.

LEARNING OBJECTIVES

- To encourage creative verbal expression.
- To use words in imaginative comparisons.
- To find solutions cooperatively.
- To understand figurative language constructions and usage.

GAME MATERIALS

A deck of fifteen cards. Each card has an incomplete sentence written on it, that contains a simile such as, "He is as silly as...."

Cards - 3" x 5"

A bottle or a spinner.

GAME DIRECTIONS

1. This game is played by four to six players. The players sit in a circle facing each other. One player spins the bottle to find the first pair.

2. The pair picks a card and then confers as to how they will complete the sentence using a simile. They should have at least three different answers. Then they read the card to the group. The group must accept each word that is added to the developing sentence.

3. The pair takes turns giving their responses to the group. When they have given all their answers, the pair asks the other players if they know any other ways to complete the sentence using a simile.

4. The game continues until all known possibilities are exhausted.

5. If there are more than four players, the first pair spins the bottle to select the next pair.

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SAMPLE GAME

The pair draws a card from the Simile deck with the words "My skin is as soft as...." written on it. The pair confers and then reads the sentence to the group.

Pair: *My skins is as soft as....*

Player #1: *My skin is as soft as cotton.*

Player #2: *My skin is as soft as silk.*

Player #1: *My skin is as soft as a summer's breeze.*

Player #2: *My skin is as soft as a baby's.*

Player #1: *We can't think of any more ways to complete the sentence. Can anyone else?*

Peter: *My skin is as soft as a pillow.*

Elizabeth: *My skin is as soft as a marshmallow.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Review the use and definition of similes. To expand the children's knowledge of imaginative expressive constructions, it would be helpful to introduce the difference between a simile and a metaphor. A metaphor is a statement which implies a comparison between two ideas or objects (e.g., He is a lion in a fight). A simile is essentially the same as a metaphor except that it expresses by means of such words as like and as, a comparison which the metaphor only implies.

   b) Have children become aware of the use of descriptive language by taking turns describing an object using one word. Allow children to touch an object and then describe it (e.g., smooth, cold, hard, sharp).

   c) Put a few objects in a bag and have children feel them and then describe each object using a simile.

   e.g., It feels as round as a ball.
   It feels as smooth as an apple.
   It feels as rough as sandpaper.
   It feels square like a cube.
   It feels thin and many-sided like a pencil.
   It feels long and round like a straw.

   d) Review the use of ellipsis marks to indicate omitted material.

2. Other Hints

   a) Underline the simile and include the ellipsis marks (four periods), on each playing card.

   b) Remind players to really use their imagination.

   c) This activity can help prepare children for poetry appreciation, poetry writing, and creative writing. Children can start by writing three to five lines using similes to describe an object. Children should then be introduced to the descriptive words that are often used in poetry and creative writing.

d) Children should be reminded that when they form complete sentences using a simile, they must compare <u>two</u> <u>things</u> in the sentence.

e) The sample list of <u>Simile</u> bases on the following pages represent some common forms that may be used with children. Other <u>Simile</u> constructions can be introduced to make the game more difficult and challenging.

f) The recommended grade levels for this game are second through fourth.

EXAMPLES OF SIMILE BASES

as bright as
as cold as
as crunchy as
as cute as
as dark as
as drowsy as
as dull as
as easy as
as funny as
as furry as
as happy as
as high as
as hard as
as hot as
as jagged as
as light as
as lonely as
as long as
as loud as
as musty as
as muffled as
as playful as
as pointed as
as quiet as
as ripe as
as rough as
as sad as
as short as
as sharp as
as silly as
as slimy as
as slippery as
as smooth as

as slow as

as soggy as

as sour as

as stern as

as strong as

as sweet as

as tall as

as wild as

as warm as

as wrinkled as

feels like

looks like

tastes like

smells like

sounds like

acts like

walks like

talks like

jumps like

plays like

is like

are like

10. WHAT WOULD YOU DO IF?

In What Would You Do If?, children are asked to share and compare their values concerning real life situations.

LEARNING OBJECTIVES

- To examine and develop values.
- To develop an understanding of the values, opinions, and beliefs of others.
- To develop a commitment to positive attitudes and values.
- To expand creative expression.
- To reinforce listening skills.

GAME MATERIALS

A deck of ten cards with two questions/statements, such as the following written on each card. One question is written on each side:

e.g., 1. What would you do if your brother accidentally broke your new bike?

2. What would you do if you accidentally broke your brother's bike?

The deck also contains two blank cards.

Cards - 3" x 5"

A bottle or spinner.

GAME DIRECTIONS

1. The game is played by four to eight players. One player spins the bottle to find the first player. Everyone sits in a circle.

2. The first player draws a card from the deck and reads the first question to the group. The player answers the question, then the other players answer it in their turn. The players may question the consequences of each response. However, discussion should be brief, so that the game does not take too long to complete.

3. Players who do not want to answer must say, "I pass."

4. After each player has answered, the first player reads the second question to the group. The same procedure is followed.

5. After each player has answered, the first player spins the bottle to find the next player.

6. If a blank card is drawn, the player makes up two mirror-image type questions to ask the group.

SAMPLE GAME

The first player draws a card and reads the first question/statement that is written on it. "What would you do if you found $5.00 in the street?"

Paul: *I would go to see a movie.*

Makeba: *When could you go to the movies? You have to go to school.*

Paul: *Well, I would go on Saturday.*

Makeba: *Your mother would find out and you would get in trouble.*

Paul: *I guess you're right. Then I would first tell my mother that I found $5.00, and ask her if I could go to the movies.*

Aida: *I would buy something with the money.*

Carlos: *I would give the money to my mother.*

Makeba: *I would put the money in the bank.*

Laura: *I would buy a ball, a jump rope and two comic books.*

Paul: *Here's the second question. What would you do if you lost $5.00 in the street? I wouldn't go home because I would be scared.*

Aida: *I would go home and get more.*

Paul: *You couldn't get more money without telling your mother what happened.*

Aida: *Then I'd borrow the money from my friend and pay him back from my allowance each week.*

Makeba: *What friend would lend you $5.00?*

Aida: *Humm?*

Carlos: *I would look all over for the money.*

Makeba: *I would go home and tell my mother I lost the money and then tell her I was sorry.*

Laura: *I pass.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Have children role play using situations in which real feelings are often concealed. Any kind of potential or real problem situation is useful for role playing.

   b) Begin values discussions by giving children questions that they can easily relate to and also require one word answers. (e.g., What is your favorite dessert?, What is your favorite color?, What is your favorite T.V. show?)

   c) Discuss with the children what values are; positive and negative values and how they might arise; the importance of having a coherent, consistent set of values. Beyond that, the discussions of each set of question/statements should always focus on the meaning and consequences of each response.

   d) Values discussion could become a part of the daily routine. Just 5 minutes a day the class can come together and share their values. Children can lead the group and make up their own questions. Values discussions should focus on things that occur in everyday life. Daily discussions about situations that are relevant to children will help them to make reasonable decisions and actions.

2. Other Hints

   a) Players should respond in one to three sentences.

   b) Players can give the same answers.

   c) Once the teacher has transferred the control of the game to the children, she/he may remain in the game as an observer and then comment after the students have had a chance to think things through for themselves.

d) Children put themselves into two completely opposite situations when playing this game (i.e., seeing both sides of the story). The question/statements must express a mirror-image by using the same basic facts in each situation or event.

e) Values teaching can be incorporated into standard subject matter.

Example: A unit covered in class on environmental protection can evoke values clarification on children's personal feelings and attitudes concerning polluted air, animals, insects, water, radiation, etc. They may decide on a plan of action to help conserve and improve the environment.

f) The recommended grade levels for this game are third and up.

SAMPLE OF LIST OF VALUES QUESTIONS

1. What would you do if you got separated from your mother while shopping in a department store?
   What would you do if you found a younger child who had gotten lost from his/her mother while shopping in a department store?

2. What would you do if you got a poor report card?
   What would you do if you got an excellent report card?

3. What would you do if you were accused of stealing a coat?
   What would you do if you believed someone you knew stole your coat?

4. What would you do if you were bullied into fighting a boy/girl from school?
   What would you do if you saw a bully starting a fight with another child?

5. What would you do if you lost a library book?
   What would you do if you found a library book?

6. What would you do if you lost the grocery money?
   What would you do if you found someone's grocery money?

7. What would you do if you saw another student cheat on a test?
   What would you do if you were given the answers to the questions on a test?

8. What would you do if your brother/sister was being blamed for something you did?
   What would you do if you were blamed for something your brother/sister did?

9. What would you do if your sister was watching a T.V. program at the same time you wanted to watch a different one?
   What would you do if you were watching a T.V. program and your sister wanted to watch a different one?

10. What would you do if you were the new girl/boy in class?
    What would you do if there was a new boy/girl in class?

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11. GO TOGETHER

In Go Together, the players have to name objects that belong to the same group based on a common element, characteristic, or function.

LEARNING OBJECTIVES

- To share in the identification of objects with common characteristics.
- To use inductive reasoning.

GAME MATERIALS

A deck of twelve cards. Each card has a statement, such as the following written on it:

e.g., Name things you sit on.
Name things used for air travel.
Name parts of your face.
Name things you drink.

The deck contains three blank cards.

Cards - 3" x 5".

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by four to five players. Everyone sits in a circle. One person spins the bottle to find the first pair of players.

2. The pair draws a card from the Go Together deck and reads the category. They confer quietly to name at least four objects that have the properties that the category requires.

3. The pair takes turns giving the first two clues and then asks the group, "Why do they go together?"

4. Each time an incorrect answer is given, the pair adds another clue to the list and asks, "Why do they go together?"

5. If the players can not guess what the category is by the time the pair has exhausted all known possibilities, then the pair gives the answer.

6. Each member of the pair spins the bottle to find a new pair.

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SAMPLE GAME

The pair draws a card with the clue, "Name things you use to travel."

Player #1: *Car.*

Player #2: *Bus.*

Player #1: *John, tell us why these things go together?*

John: *They each have four wheels.*

Player #2: *No. Here is another clue: a motorcycle. Mary, tell us why these things go together?*

Mary: *They go together because they are things used on the street.*

Player #1: *No. Here is another clue: an airplane. Edward, tell us why these four things go together.*

Edward: *They go together because they are things you use for travel.*

Pair: *That's right.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) In *Experiences,* Connections give children practice in association.

   b) Review connections among items in the same category. Use common things, (e.g., fruit - apple, banana, pear, peach; vegetables - carrots, peas, beans, etc.). Then introduce objects that share more of an indirect link.

   c) Introduce the children to some of the categories used in the game by having them name items that belong to that group. Then have the children list the items that share a common characteristic and have the group name the category.

2. Other Hints

   a) Children should be told to look for less obvious connections among the items.

   b) They should be familiar with the objects, things or people to be named.

   c) When players draw a blank card, they are to make up their own category and the clues.

   d) This game can be adapted to review specific subject matter covered in class. Refer to the examples on the following page.

   e) The recommended grade levels for this game are second through fourth.

EXAMPLES OF CURRICULUM TOPICS

Name countries that import oil.

Name countries in South America.

Name countries in North America.

Name Presidents.

Name inventors.

Name holidays.

Name countries in Africa.

Name African tribes.

Name Congressmen.

Name the present cabinet members.

Name Revolutionary War heroes.

Name famous black people.

Name rivers in the United States.

Name Indian tribes.

Name states with Indian names.

Name mammals.

Name insects.

Name reptiles.

Name objects that float.

Name objects that sink.

Name objects made from steel.

Name different species of birds.

Name animals that live on the desert.

Name different types of fish.

Name different types of plants.

Name different types of flowers.

Name the parts of a plant.

Name things made from wood.

Name different types of trees.

Name the parts of a battery.

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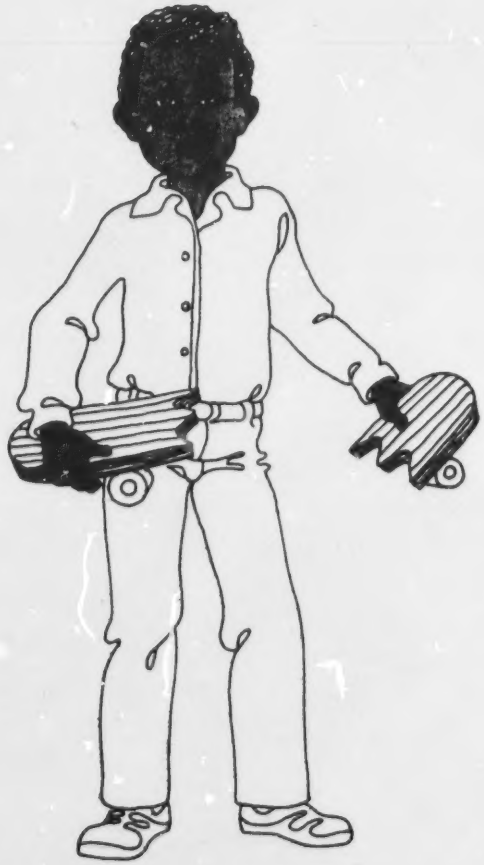

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12. HOW DO YOU DO IT?

In the game, How Do You Do It?, one player acts out a variety of activities in the manner described by a particular adverb. The other players try to generalize from his actions and guess what the adverb is.

LEARNING OBJECTIVES

- To reinforce vocabulary development.
- To role play a variety of activities.
- To practice inductive reasoning.

GAME MATERIALS

A deck of ten cards. Each card has an adverb such as quickly or slowly written on it.

Cards 2½" x 3".

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by four to six players. Everyone sits in a circle. The deck of cards is placed face down in the middle of the circle. One person spins the bottle to find the first player.

2. The first player takes a card from the deck and reads the word slowly printed on it.

3. Each person in the group asks the player a question about how he performs a particular activity, e.g., "How do you eat?"

4. The player answers, "I eat like this" and then pantomimes eating slowly.

5. After each person has asked a question they discuss what they have seen and make three guesses about what they think the adverb is. If they do not guess correctly, the player should tell them what the correct adverb is.

6. The first player places his card face up and spins the bottle to find the next player to draw a card from the deck. The game can continue until each player has had a turn to act out an adverb.

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SAMPLE GAME

Joe draws the word, happily, from the deck.

Ann asks, "How do you sleep?"

Tom asks, "How do you wash dishes?"

Richard asks, "How do you walk to school?'

Pat asks, "How do you read a book?"

Rhonda asks, "How do you get dressed?"

Joe mimics each action with a broad smile on his face.

The other players guess that the word is gladly, happily or joyfully. Joe tells them the adverb is happily. Joe spins the bottle to find the next player to draw a card.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Discuss the difference between adjectives and adverbs with the children. Adjectives modify nouns. Adverbs modify verbs, adjectives or other adverbs. Teach the children to use the adverbial form of the words (i.e., gladly, not glad).

2. Other Hints

   a) Another version of this game, which can also be used as an introductory activity, is to inform children that the adverb being acted out is one of four adverbs and then proceed to name the four or list them on the board. The game proceeds as described in steps 3 to 6, under GAME DIRECTIONS.

   b) The players must be familiar with and able to read the adverbs contained in the card deck.

   c) If players are shy, two players at a time can act as a team to carry out the actions.

   d) The game may be varied by putting a few blank cards in the deck. The player who draws a blank card can use any adverb he or she wants.

   e) Use the familiar adverbs to introduce the game to children. Once children have had practice playing the game, less familiar adverbs (or abstract adverbs) can be added to the deck. The adaptation described in Part 2, a) can then be used to familiarize children with the new adverbs.

   f) There may be more than one adverb that can be used to describe the activity that is being acted out, e.g., happily, joyously, merrily. When this occurs, the players should be instructed to tell the group that their guess was not the word he/she was looking for, but also can be used to describe the activity. This should provide a clue as to what the adverb really is.

   g) A sample list of adverbs in the ly form is provided for reference. These are commonly used adverbs that are easy to pantomime.

   h) The recommended grade levels for this game are second through fourth.

SAMPLE LIST OF ADVERBS

angrily	gladly	lightly	playfully
blindly	gracefully	lively	quickly
breathlessly	guiltily	loudly	quietly
carefully	happily	merrily	sadly
eagerly	hatefully	miserably	softly
enthusiastically	joyously	nervously	tearfully
gently	lazily	painfully	weakly

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13. DUET

In Duet, two children are given three sentences and then asked to make up a story using the sentences as the start of the beginning, middle, and end of story.

LEARNING OBJECTIVES

- To understand the formal elements of story construction.
- To promote creative verbal expression.
- To recall verbal information.
- To reinforce listening skills.
- To develop a story cooperatively.

GAME MATERIALS

A deck of twenty-four cards. Each card has a sentence written on it:

e.g., 1. They went shopping.
2. I went to the movies.
3. Peter's mother called him from the window.

Cards - 3" x 5".

A bottle or spinner.

GAME DIRECTIONS

1. This game is played by four to eight players. Everyone sits in a circle. One person spins the bottle to find the first pair of players. They draw three cards from the Duet deck.

2. The pair quietly confer, in another part of the room, as to how to make up a story using each sentence slip as the beginning of one of the parts of the story (i.e., the beginning, the middle or the end).

3. The pair take turns telling each part of the story. At least one sentence must be added to each one of the initial sentences to form three short paragraphs.

4. Upon completion of the story, the pair reads each one of the initial sentences (out of order) to the group. Then after each sentence the pair asks the group which part of the story did that sentence start; the beginning, the middle or the end?

5. Each player has one turn to identify the correct position of each sentence.

6. If the group is unable to identify the proper sentence, then the pair gives the answer.

7. Each member of the pair spins the bottle to find a new pair.

SAMPLE GAME

A pair draws three cards from the Duet deck with the following sentences written on them.

1) His mother called him from the window. 2) Don't be afraid. 3) They had all gone to the beach.

Player #1: *His mother called him from the window. She called and called, but Peter did not answer.*

Player #2: *They had all gone to the beach. Peter, Jane, Elizabeth, and David had gone swimming since it was such a hot day. They were having so much fun they had forgotten to go home for lunch.*

Player #1: *Don't be afraid, Jane told Peter. I'll go home with you and help explain to your mother.*

Pair: *Here are the sentences again. Don't be afraid. Was that sentence the start of the beginning, middle or end of the story?*

John: *It was the beginning of the middle.*

Pair: *No, it wasn't.*

Melvin: *It was the start of the end of the story.*

Pair: *Right.*

Pair: *His mother called him from the window. Which part did this sentence start?*

Debbie: *That started the beginning of the story.*

Pair: *That's right.*

Pair: *They had all gone to the beach.*

Lionel: *That sentence started the middle.*

Pair: *That's right.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) In *Experiences,* Knot Story helps develop skills in story telling.

   b) Children should be encouraged to relate their experiences on classroom trips and family outings. Show how school trips and family excursions can be divided into a beginning, middle and end.

   c) Children can be introduced to writing stories by having to describe their own art work or writing about meaningful experiences.

   d) Read a familiar story to the children. Have them paraphrase the beginning, middle and end parts of it. Discuss why the middle is the middle, where the middle begins, etc. Get the children's feelings about the different parts.

   e) Give each group three picture cards and/or have them select three picture cards. Have children cooperatively make up stories from the picture cards. One card should denote the beginning, one the middle and one the end of their story.

   f) Have the children choose a group of items in the room and make up a story around them.

2. Other Hints

   a) Players should be urged to keep their stories to three paragraphs. Paragraphs should also be kept to a minimum--three to five sentences.

   b) Story telling and story development can effectively lead to creative story writing. Discuss with children the formula for story writing; a beginning, a problem or issue, a high point or climax, a solution, and an ending. Suggest topics or story starters to foster creative writing. Allow a flexible classroom schedule for adequate development of the stories.

   c) As children develop skills in story telling and story development, increase the difficulty of this game by having them develop longer paragraphs.

   d) The recommended grade levels for this game are third and up.

Content Applications

The *Solutions* games should be introduced using persons, objects, and experiences with which the children are familiar. This approach will enable them to become comfortable with the game procedures in a natural, interesting way. Once a game is learned, however, the game's content should always be correlated with specific academic objectives. In addition to oral communication skills the *Solutions* games teach and reinforce the kinds of problem solving and logical reasoning skills that are not often included directly in a school's curriculum. Once children learn to exercise these forms of cognition they will normally apply them in many different subject areas and situations.

Following are examples of ways in which different content can be used in some of the *Solutions* games.

GAME	CONTENT	EXAMPLE
No Name Sequence	Sets of objects or animals may be described. The game can be adapted so that the players use pictures that are related in form and in use (e.g., types within a category).	Science: Birds (zoology), Ecology A player describes five to eight pictures of different types of birds and their habitats. Music/Communications: Drums A player describes five to eight pictures of different types of drums and their functions in recreation, ritual, or as communication media.
Treasure Hunt	A grid is used as a game board. Players fill in the grid boxes to find the answer. A player shades in two rows down and four boxes across to get the answer.	Numbers are printed vertically and horizontally on a grid. The numbers can range as high or as low as the curriculum demands. A deck of cards are used with multiplication problems printed on each card (e.g., 2 x 4 = ?). The first number indicates how many rows down are to be shaded. The second number indicates the number of boxes across to be shaded. The game continues until all of the problems are solved.

GAME	CONTENT	EXAMPLE
Bins and Boxes	A variety of objects are classified according to groups or categories. Real objects or pictures of objects can be used.	Foods: meat, mashed potatoes, jello, soup, ice cream Utensils: fork, spoon, soup spoon, knife, butter knife Seasons: spring, fall, winter, summer Clothing: bathing suit, sweater, scarf, gloves, raincoat
Riddles	Objects are described using three of their characteristics. The game can be adapted so that objects or people within a specific category are used.	Science: Weather I arrive in the winter. I cover everything in white. You can ski on me. What am I? (Answer: snow)
Word Addition	Players have to form a complete simple sentence by adding one word at a time. The game can be adapted so that the cards with the beginning phrases have two or more words written on them that relate to a specific subject.	Science: Water The boat.... I float because.... In the ocean.... Metal sinks.... Social Studies: Famous Persons Cabeza de Vaca, or Álvar Núñez.... Mary McLeod Bethune established.... Matthew Brady, a.... Thomas Jefferson, the.... Social Studies: Cities The founder of Chicago.... In 1871, Chicago.... Chicago was the first site of an unique architectural form,....

GAME	CONTENT	EXAMPLE
Who Am I?	Questions are asked to draw inferences and then develop an hypothesis. The game can be adapted to introduce names or pictures of objects (What am I?). The objects should all be within a particular category.	Variation--<u>WHAT AM I?</u> Category: Objects found in the kitchen. Player 1 selects the picture of a refrigerator. 1st Child: Does tap water come out of it? Player 1: No. 2nd Child: Do you sit on it? Player 1: No. 3rd Child: Do you cook on it? Player 1: No. 4th Child: Does it keep food fresh and cold? Player 1: Yes. The players discuss the questions and answers and conclude that it is a refrigerator.
Simile	Sentences are completed with similes. The game can be adapted so that card decks contain sentences about subject matter that was studied recently.	<u>Science</u>: The Moon The moon is as bright as.... Half of the moon is as dark as.... The moon is as wrinkled as.... The moon looks like....
What Would You Do If?	Players respond to two-sided values questions concerning present day situations. The game can be adapted to include questions about a specific curriculum. It may also be changed to "How Would You Feel If....?", "What Would You Think If....?" and so on.	<u>Science</u>: The Environment What would you do if you had to move, so that the house you live in could be torn down and replaced with a parking lot? What would you do if your best friend had to move, so that the house she/he lives in could be torn down and replaced with a parking lot?

GAME	CONTENT	EXAMPLE
Go Together	Objects are classified according to a common characteristic. The game can be adapted to review specific subject matter within a category.	Science: Trees (Botany) Name the different types of trees found in the United States. Name the parts of a tree. Name the types of trees in this region (state, city, county). Name objects made from wood. Name fruits that grow on trees.
How Do You Do It?	Adverbs are acted out. A variation of the game can be used with verbs. ("What Am I Doing?") Verbs are presented in the gerundive form, i.e., "...ing".	Variation - WHAT AM I DOING? 1. The first player picks a card and reads it to himself. 2. The player pantomimes the verb (i.e., pressing) and then asks the rest of the group, "What Am I Doing?" 3. The player on the right answers first with a sentence. "You are buttoning your shirt." 4. If incorrect, the next player on the right tries to guess what the verb is (and so on). 5. When a player gives the correct answer, the first player then spins the bottle to find the next player to draw a card from the deck.
Duet	Three sentences are used as the basis for developing a story. The game can be adapted so that the sentences in the deck relate to specific curriculum content.	SOCIAL STUDIES: Cities 1. New York City has five boroughs. 2. New York is a "melting pot." 3. There are over 7 million people living in New York City. 4. New York City has the largest underground subway system in the United States. 5. The tallest buildings in New York City are the Twin Towers of the World Trade Center.

CONVERSATION GAMES IMPLEMENTATION CHECKLIST

DIRECTIONS

The Checklist and the Corrective Procedures on the following pages were designed primarily for observers--teacher trainers, supervisors, and administrators--who are not usually assigned to daily classroom teaching, and the directions were written for them. Teachers may, however, use the Checklist to assess and, if necessary, improve their own implementation of the games.

The basic information on the school, personnel, class, and time period should be completed before one's observations are recorded. The Checklist may be used for the entire year. Normally, the school year is divided into three periods: depending on when the year begins, the end of the first period is sometime during October and November; the second period ends in February or March; and the third period ends in the last month of school.

Please keep in mind that the recorded responses to each of the Checklist items is intended as a cumulative record of several separate classroom observations during different times of the day, over three or four months. Circle the letter in the period which best fits your observations of each item. Y = Yes, the item accurately describes how the games were played in the classroom. N = No, the item does not describe the implementation of the games in the classroom during the period. I = Insufficient basis for determining whether the item was implemented.

At the end of the second and third reporting periods circle P = Progress, in addition to N, if some progress toward implementation was made and maintained throughout the period, but the level was too low to circle Yes.

Teacher/Teaching Team:_____ School:_____ Grade/Class:_____

Date:_____ Number of Children:_____ Observer:_____

First Period_____to_____; Second Period_____to_____; Third Period_____to_____

FOR TEACHERS	FIRST PERIOD			SECOND PERIOD				THIRD PERIOD			
	Y	N	I	Y	N	I	P	Y	N	I	P
1. The materials needed to play the games are attractively prepared and readily accessible to the children without adult assistance.											
2. All players, including the teacher, are seated in the same way.											
3. All of the players can see each other.											
4. Introductory activities are used when necessary.											
5. The teacher models and supports a relaxed conversational style.											
6. The teacher introduces the game by Teaching-From-Within.											
7. The teacher avoids repeating what the other players say.											
8. The teacher avoids correcting the children's language during the game.											
9. All of the players obey the game rules.											
10. When the children have learned the game, the teacher leaves (Transfers Control to) them to play it by themselves.											
11. The game is used to teach and reinforce content related to current learning objectives.											
12. The teacher and/or aide uses the CONVERSATION GAMES to teach children about their environment, community and cultures.											
13. During the school year, children in grades K - 1 learn at least six CONVERSATION GAMES and children in grades 2 - 6 learn at least nine CONVERSATION GAMES											

FOR PLAYERS	FIRST PERIOD			SECOND PERIOD				THIRD PERIOD			
	Y	N	I	Y	N	I	P	Y	N	I	P
14. The players choose the game the group will play, by using a spinner, by voting or by some other means.											
15. All of the players know the name of the activity.											
16. The players follow the rules of the game.											
17. Other players assist any player who does not or cannot yet follow the rules of a game.											
18. All of the players look at each other when speaking.											
19. All of the players are actively involved in the game.											
20. The players call on each other for questions or clarification.											
21. The players listen carefully to each other.											
22. The players ask each other to repeat or speak louder if they haven't heard what was said.											
23. The game is played cooperatively.											
24. The players give each other *positive* feedback whenever appropriate.											
25. Effective Transfer of Control is achieved: the children are able to play the game without adult supervision.											
26. The players select independently the content for a specific game from materials that are prepared by the Teaching Team.											
27. The players are able to show a newcomer how to play a game.											
TOTAL											

CORRECTIVE PROCEDURES

The corrective procedures below contain suggestions for transforming a "no" on the Checklist to a "yes". The rationale for each item is given to serve as a guide for devising other corrective techniques.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
1. The materials needed to play the game are attractively prepared and readily accessible to the children without adult assistance.	1. Children's interest and attention may easily be lost if they have to wait while the teacher gathers the necessary materials.	1. Read the game directions carefully. Prepare the materials and have them readily available *before* the children gather to learn the game. The materials for each game should be stored in containers in an accessible location, e.g., on low shelves, in a storage closet.
2. All players, including the teacher, are seated in the same way.	2. When adults are seated in a different way from the children (e.g., on tall chairs when the children sit on lower chairs, or seated in chairs when the children are on the floor) it creates a psychological distance between them and tends to increase the likelihood that children will speak to the adults and ignore their peers.	2. The players can sit at a table, in chairs, or on the floor. Explain that it is important for everyone to be able to see each other and that it helps the whole group to share equally in a conversation if everyone is seated in the same way.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
3. All of the players can see each other.	3. Players tend to be more involved and are more likely to remain interested when they can see those with whom they are speaking. Looking at the person who is speaking increases the likelihood that a message will be received accurately.	3. Rearrange the space and/or furniture so all the players can see each other. Sitting in a circle is a good device for insuring eye contact and visibility. Play seated on the floor.
4. Introductory activities are used when necessary.	4. Teachers may need to review other, similar games, communication activities or skills before introducing a new game. Relevant skill lessons, activities, or discussions should precede a game in order to heighten the children's interest.	4. Read the game procedures, introductory activities, and HINTS FOR THE TEACHER sections carefully. Review the learning objectives listed for each game.
5. The teacher models and supports a relaxed conversational style.	5. Children learn by observing and imitating the behaviors of adults and other children. If teachers express enthusiasm, interest and pleasure during play, the children will also.	5. Remember that the CONVERSATION GAMES are meant to be fun to play. The teacher should be familiar and comfortable with a game before introducing it to children.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
6. The teacher introduces the game by Teaching-From-Within.	6. Teaching-From-Within requires teachers to assume the role of a player in order to teach children the game rules and content, and to model the appropriate social behaviors during play.	6. Teachers must introduce a game by actively participating as players. They may withdraw from a game only after the children have mastered its rules and content.
7. The teacher avoids repeating what the other players say.	7. If the teacher repeats what each player says, the players will understand that they should not speak to the whole group directly. The teacher is, by her behavior, saying, "No one will hear you or pay attention to you unless I deliver your message for you." Repeating encourages the players to address all their remarks to the teacher rather than to each other. It leads children to believe that what they say to their peers is less important and discourages initiative.	7. Repeating is a common habit that may be difficult to change. Whenever the impulse to repeat occurs, try to make a reinforcing comment instead. For instance, instead of repeating a question that a player has asked, say, "That's a good question." Repeating is often done without being aware of it.
8. The teacher avoids correcting the children's language during the game.	8. The criteria for effective communication should be the meaning and content of a	8. Review the learning objectives for a game before playing it with the children. During

ITEM	RATIONALE	CORRECTIVE PROCEDURE
8. (Continued)	8. player's response, not how the player speaks. Children must be encouraged to communicate freely, before they learn to communicate precisely. Adults who focus on correcting the form of children's oral communications--even when their messages are clear--will discourage them from communicating at all.	8. play, focus on the objectives and try to determine whether each child is progressing towards mastering them.
9. All of the players obey the game rules.	9. The games have been developed to accomplish specific educational objectives. Vary the rules only after the basic format is well understood.	9. Review the rules for each game before presenting it to the players.
10. When the children have learned a game, the teacher leaves (Transfers Control to) them to play it by themselves.	10. Children should develop a sense of responsibility for their own learning--including making decisions, taking action and evaluating their progress. Once they have learned a game, feedback from other player's will help them to play more effectively.	10. Review Checklist items 14 - 28. These procedures will help the children develop the management skills necessary to play the games independently.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
11. The game is used to teach or reinforce content related to current learning objectives.	11. The CONVERSATION GAMES were developed to enhance children's communication and conceptual skills, and as vehicles for traditional subject matter. Once teachers and children become familiar with the games, the original content may be changed to teach and reinforce other subjects.	11. Review the learning objectives listed for each game as well as the Content Applications.
12. The teacher and/or aide uses the CONVERSATION GAMES to teach children about their environment, community, and cultures.	12. Children's cultures, communities, and physical environments are essential aspects of their being. Information, materials, and activities about the social and physical matrix in which they develop should be incorporated into curricula, in order to facilitate the children's learning, to reinforce their sense of worth, to promote interest and pride in their communities.	12. Refer to the HINTS FOR THE TEACHERS sections at the end of the games and to the Content Applications for curriculum ideas. Ask the children, their parents, local merchants, and persons who provide services to the community for curriculum ideas.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
13. During the school year, children in grades K-1 learn at least six CONVERSATION GAMES, and children in grades 2-6 learn at least nine CONVERSATION GAMES.	13. Oral communication is a basic skill that reflects the range of information and understanding a person has acquired. Children need to practice communicating in order to learn how to express their ideas and feelings precisely and sensitively. The CONVERSATION GAMES were developed to achieve and reinforce those goals in an enjoyable way, within the framework of traditional academic subjects. The sooner children learn the forms and content of the original games, the sooner new curriculum content may be used.	13. At the beginning of each school year devise a schedule to ensure that the suggested minimum number of games will be introduced to the children.
14. The players choose the game the group will play by using a spinner, by voting, or by some other means.	14. Higher levels of motivation and learning occur when children are permitted to select their activities. The selection procedures also give children practice in decision-making, in	14. Show the children how to use the *Solutions* spinner and other selection methods used in the games, and explain why they are used, i.e., that the various methods give them opportunities to choose in a

ITEM	RATIONALE	CORRECTIVE PROCEDURE
14. (Continued)	14. handling compromise situations, and in cooperative play.	14. way that minimizes conflict; that they--rather than an adult--will be expected to select some of their own learning activities in the classrooms.
15. All of the players know the name of the activity.	15. Although people can do things, and have experiences without necessarily labeling them, most often humans create names for objects, recurring forms of experience and phenomena. Labeling and categorizing are conceptual forms with some value in their own right; equally important, they will help the children to distinguish similar but different games and their content.	15. Tell the players the names of a game each time it is used.
16. The players follow the rules of the game.	16. Rules provide the structure and define the content for all forms of social interactions. Games rules are designed to facilitate play, and to ensure equitable par-	16. Teachers should help children understand the importance of rules, in general. Before the start of a new game, have the players review the game rules and explain the reasons

ITEM	RATIONALE	CORRECTIVE PROCEDURE
16. (Continued)	16. ticipation by all of the players according to the roles which the rules define.	16. for them.
17. Other players assist any player who does not or cannot yet follow the rules of a game.	17. The CONVERSATION GAMES are designed to be played cooperatively. All of the players are expected to help each other meet the game objectives.	17. Model helping, cooperative behavior. Offer assistance to players who do not understand or have difficulty following the rules.
18. All of the players look at each other when speaking.	18. Although in some cultures in some situations, speakers do not look directly at the person they are addressing, it is more usual to do so. The reason for the custom of looking directly at a person to whom one is speaking is related to the effectiveness of verbal communication: When speakers and hearers face each other directly there is less chance that the message will not be received clearly and the physical behaviors (e.g., a smile; gestures of the face, head, hand,	18. Model this behavior, Look at the person to whom you are speaking. Call the players by name. Remind the players to look at each other when they are asking for or giving feedback.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
18. (Continued)	18. body) that are a part of all oral communication are also visible.	18.
19. All of the players are actively involved in the game.	19. Direct experience, i.e., *learning how*, is the most effective way to assimilate knowledge and acquire skills.	19. If some children seem uncomfortable with, resist, or lack the confidence to play a game, the teacher should try to determine why the children are not enthusiastic about the game, and on the basis of that knowledge devise sensitive ways to persuade the children to play.
20. The players call on each other for questions or clarification.	20. In a conversation the responsibility for both questions and statements should be shared among all participants.	20. Model this behavior. Listen carefully to the players and look directly at them when they speak. Provide positive reinforcement to the players who model this behavior.
21. The players listen carefully to each other.	21. Listening is an important function in its own right. It is essential to effective communication. One must listen carefully in order to sort out different kinds of	21. Model this behavior. Listen carefully to the players and look directly at them when they speak. Provide positive reinforcement to the players who model this behavior.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
21. (Continued)	21. information or to solve problems that are presented orally. Communication is an interdependent process involving sending and receiving (i.e., listening) messages of one kind or another.	21.
22. The players ask each other to repeat or speak louder, if they haven't heard what was said.	22. Communication must always be carried out in reference to other persons. If the speaker isn't understood, communication is not effective.	22. Model this behavior. If it seems that the players have not understood what another has said, encourage them to ask the player to repeat it.
23. The game is played cooperatively.	23. Cooperative, non-competitive settings enable a greater number of persons to learn more. When players work together, the objectives of a game (and the learnings it contains) will be achieved more readily. Cooperation enhances the communication of ideas and feelings.	23. Teachers must take great care to underscore the cooperative and/or non-competitive nature of the CONVERSATION GAMES. Explore with students the meaning and importance of cooperation. Provide positive reinforcement for cooperative and supportive behavior. Model cooperative behavior as a player.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
24. The players give each other *positive* feedback whenever appropriate.	24. A supportive, positive atmosphere encourages initiative and inquiry.	24. Model this behavior by being cooperative and supportive of the other players. Focus on the positive rather than on errors. Compliment children for asking good questions and for positive, intelligent comments.
25. Effective Transfer of Control is achieved: the children are able to play the game without adult supervision.	25. When children have learned to play a game it is no longer necessary for the teacher to continue as a player. Transferring control of the game to the children permits them to manage their learning, and frees the teacher to attend to other obligations in the classroom.	25. Follow the Teaching-From-Within process described on page 7 of the Introduction to this manual.
26. The players can select independently the content for a specific game from materials that are prepared by the Teaching Team.	26. Since games are the media through which children learn all manner of things, there is little reason why they should be dependent on teachers to dispense game materials. If children know a	26. Familiarize the children with the types of materials that are available for selection. Allow the players to assist in selecting the game content. Encourage the children to create content appropriate

ITEM	RATIONALE	CORRECTIVE PROCEDURE
26. (Continued)	26. game reasonably well, they will be able to play it with any appropriate content. Teachers should not have to spend their time dispensing and collecting (i.e., managing) materials. Children should be taught the responsibility for such routine matters.	26. to current instructional objectives.
27. The players are able to show a newcomer how to play a game.	27. Players must be thoroughly familiar with an activity before being able to teach it to others. This is the ultimate goal of transferring control of play to the children.	27. While participating as players, teachers should give the children frequent opportunities to lead or play the major role(s) in games.

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